

THERE CAN BE NO KEENER REVELATION OF A SOCIETY'S SOUL THAN THE WAY IN WHICH IT TREATS ITS CHILDREN. -NELSON MANDELA

CHILD & YOUTH MASTER PLAN

IT IS EASIER TO BUILD STRONG CHILDREN THAN TO REPAIR BROKEN MEN. -FREDERICK DOUGLASS

FOR METROPOLITAN NASHVILLE & DAVIDSON COUNTY

THE SOLUTION TO ADULT PROBLEMS TOMORROW DEPENDS ON LARGE MEASURE UPON HOW OUR CHILDREN GROW UP TODAY. -MARGARET MEAD

CHILDREN ARE REMARKABLE FOR THEIR INTELLIGENCE AND ARDOR, FOR THEIR CURIOSITY, THEIR INTOLERANCE OF SHAMS, THE CLARITY AND RUTHLESSNESS OF THEIR VISION. -ALDOUS HUXLEY

CHILDREN ARE LIKELY TO LIVE UP TO WHAT YOU BELIEVE OF THEM. -LADY BIRD JOHNSON

TASKFORCE REPORT TO MAYOR KARL DEAN JULY 2010

Table of Contents

Letter from the Taskforce Co-chairs1

Mayor’s Child and Youth Master Plan Taskforce..... 2

Overview and Approach 4

The Mayor’s Child and Youth Master Plan Community Challenge 8

14 For Our Future 9

Outcomes with Strategic Objectives—Defining the Change We Wish to See 11

Taskforce Recommendations: Strategies for Positive Change..... 26

 Education Lifecycle Committee Strategy Recommendations 27

 Health Committee Strategy Recommendations 30

 Mobility and Stability Committee Strategy Recommendations..... 34

 Out of School Time Committee Strategy Recommendations 39

 Safety Committee Strategy Recommendations 44

Next Steps 46

The Southeast Challenge and The Ready by 21 Approach..... 47

Appendix 48

Letter from the Taskforce Co-chairs

July 2010

We are honored to have been asked by Mayor Karl Dean to chair his Task Force to create a Child and Youth Master Plan (CYMP) for our community. It has been a privilege to work with our fellow 52 Task Force members and the staff of the Mayor's Office of Children and Youth to bring to life the Mayor's charge to provide a framework for the coordination of Nashville's efforts to ensure the well being of every young person from birth to adulthood. The CYMP focuses on the entirety of a youth's life and development.

The Task Force has done a tremendous amount of work over the last five months. The process has been intense and involves input from hundreds of youth and adults throughout the city. We have worked hard to avoid "reinventing the wheel". The CYMP builds on the solid foundation of many organizations and programs already doing great work and attempts to identify gaps and areas for improvement. It offers some recommendations for new strategies, but focuses equally on existing initiatives that should be lifted up and receive greater community-wide attention and focus.

This process proves Nashville wants the very best for its children and youth. The Task Force recognizes that to accomplish the "best", our community has to change the current environment and boldly commit to take the actions necessary to create such change. We are grateful for Mayor Dean's commitment and leadership. We particularly thank our Committee Chairs, Danielle Mezera and Laura Hansen from the Mayor's Office of Children and Youth, Anderson Williams from the Oasis Center, and The Forum for Youth Investment for all they have done to facilitate and support our work. In addition, we wish to express our gratitude to the young people who participated in this process. Their honest insight and creative vision for the change they want to see in Nashville are the cornerstones of this master plan.

As this Task Force charge culminates, it only signals the beginning of the ongoing effort to promote, monitor and refine the CYMP while engaging more and more youth and adults; creating more and more linkages; and, further, coordinating and focusing our strategies and work.

We believe that this Master Plan is an important step forward as Nashville strives to fulfill its great potential to nurture, support and engage all our children and youth.

Sincerely,

Jairus Cater



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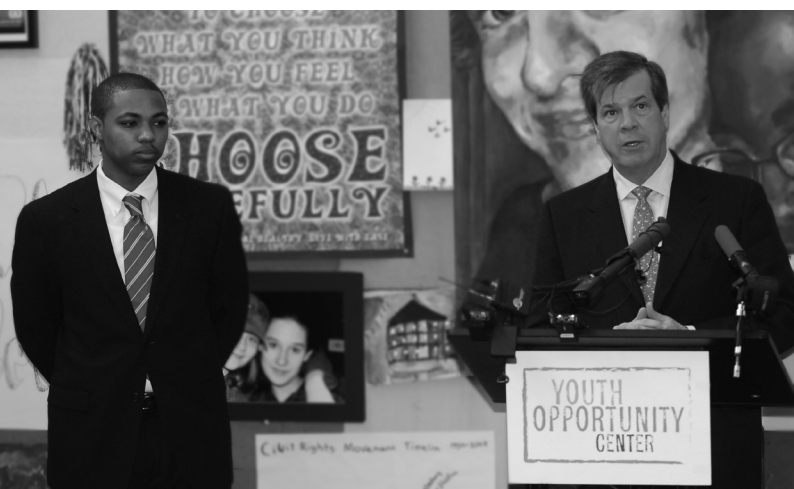
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Overview and Approach

On February 10, 2010, Mayor Karl Dean convened the first meeting of the Mayor's Task Force charged with developing a Child and Youth Master Plan for Nashville and Davidson County. The Task Force consisted of more than 50 Nashville leaders from all sectors of the community including youth and was chaired by Metro Councilman At-Large Ronnie Steine, Renata Soto of Conexion Americas, and Jairus Cater a senior at Martin Luther King Magnet High School. Per Mayor Dean's charge, the Child and Youth Master Plan will "provide a roadmap for Nashville/Davidson County to connect our children and youth with needed resources thereby allowing all of our children to thrive. The master plan will also serve as a vehicle to align various constituencies in a collective process in order to establish countywide priorities. These priorities will allow for the establishment of directed initiatives and interventions reflective of the community's larger needs and allow for targeted funding in order to achieve said priorities."

Nashville is already recognized as a city committed to its young people as seen in the numerous community-based programs, an established Mayor's Youth Council, the formation of community and city coalitions and committees dedicated to positive youth outcomes, and key national partnerships with the Forum for Youth Investment, the National League of Cities and America's Promise Alliance.



Taskforce Co-Chair Jairus Cater and Mayor Karl Dean

Under Mayor Dean, innovative initiatives between local government agencies, the school district, community non profits, and businesses have been forged and a culture of collaboration is developing. The results of these collaborations (such as the Metro Student Attendance Center and the Limitless Libraries program), increase the city's capacity to provide more needed services and resources for young people than any one entity can do alone.

Because of the priority placed on child and youth well-being and the willingness of individuals, organizations, agencies and businesses to step up and take action in a collaborative way, a shared vision is also coming into focus. This can be seen in the *Shared Principles for Positive*

Youth Development which was developed by the Nashville Youth Coalition, a group of organizations who agreed to work together in order to "give all of Nashville's young people a consistent experience of the 5 principles of Positive Youth Development at home, at school, in their neighborhoods, and wherever they go."

Nashville is a city ripe with opportunities and resources that can be used to improve the lives of young people. The goal of the Child and Youth Master Plan is not to reinvent these opportunities or duplicate these resources, but to leverage and align them under a set of shared objectives to ensure we maximize positive impact.

The goal is to create a *Blueprint for Action* that will improve the well-being of children and youth in all outcome areas by:

- Supporting all age groups and populations
- Using a range of approaches that include problem reduction, prevention, preparation and engagement
- Ensuring adequate supports that include caring adults, safe places, healthy starts, and effective education and opportunities
- Implementing effective change strategies that will align policies and resources, engage youth and families, and improve systems, services and programs
- Engaging all stakeholders which includes parents and youth, educators, funders, advocates, providers, religious institutions, businesses, and government
- Establishing shared commitment and responsibility for change efforts

BUILDING A PLAN

As a first step in creating this blueprint for action, Mayor Dean organized the Task Force into five working committees designed to address as many aspects of child and youth well-being as possible: Health, Safety, Out of School Time, Education Lifecycle and Mobility and Stability. Each of these committees was charged with evaluating issues within their area of focus, for children and youth (ages 0 to 21), using a “Big Picture Approach” that was informed by our partnership with The Forum for Youth Investment and the Ready By 21 Challenge (see “The Southeast Challenge and The Ready by 21 Approach” on page 47).

AREAS OF FOCUS

Health Committee

- Physical health
- Mental health
- Pre-natal health issues

Safety Committee

- Physical and emotional safety in a variety of settings (home, school, neighborhood)
- Criminal activity perpetrated by or upon children and youth

Out of School Time Committee

- Refers to any time children and youth are not in school to include mornings, evenings, summers, etc.
- Activities that occur during these times such as structured programming, recreation, entertainment, employment, learning opportunities, etc.

Education Lifecycle Committee

- Education and child/youth development from birth to adulthood
- Preparation for college and career
- Student and parent engagement

Mobility and Stability Committee

- Youth access to transportation options that facilitates positive mobility
- Addressing reasons for negative youth mobility (i.e school changes resulting from housing relocation)
- Other issues that cause instability in the lives of children and youth

Key guiding questions that each committee raised:

- What are we doing that is working?
- What do we need to improve on?
- What are the biggest concerns of youth?
- What are the community concerns in this area?
- What does success look like?
- How can we create sustainable change?

SHARED PRINCIPLES OF POSITIVE YOUTH DEVELOPMENT IN NASHVILLE

Promote a Sense of Physical, Social and Emotional Safety.

Youth must feel as though the adults in this setting will protect them from any harm. They also must feel they are valued and accepted by the group.

Encourage Relationship Building.

Young people need many supportive long-term relationships to help them navigate their adolescence. They need guidance from caring adults as well as emotional and practical support from their peers.

Foster Meaningful Youth Participation.

Youth must have an active role, voice and choice in shaping their experiences. They must have the opportunity to practice and develop leadership skills, and they must know their contributions are valuable.

Provide Opportunities for Building Purpose.

Young people want to live purposefully and contribute in meaningful ways. Creating opportunities for youth to become involved in the community and for community members to interact with youth is a powerful way to foster a sense of purpose and develop positive values.

Engage Youth in Learning Experiences that Build Valuable Life Skills.

Young people need opportunities for experiential learning that will help them build skills needed to succeed in every area of life.

Developed by representatives of 30 community-based providers and eight Metro agencies that founded the Nashville Youth Coalition. Adopted 4/30/09

To address these guiding questions, the Task Force operated from, and moved through, three phases:

I. Investigative Phase: Framing and Focusing Our Work

- Determine and prioritize child and youth well-being indicators that we as a city can believe in, commit to, and take action on
- Collect and prioritize critical pieces of data from multiple fields and stakeholders
- Reflect on and assess how we as a city are doing in relationship to the identified indicators and data

II. Issues and Opportunities Identification Phase: Clarifying Our Vision

- Think big and set bolder, more comprehensive goals for children and youth
- Identify issues or barriers that could impact established goals
- Identify opportunities to better leverage our existing resources and community partners

III. Strategy Development Phase: Creating an Actionable Plan

- Set strategies that work across stakeholders and seek to align existing policies and resources
- Research and investigate best practices both locally and nationally to identify successful strategies
- Create solutions that engage young people and families and increase public, private and corporate demand

YOUTH INVOLVEMENT

Throughout each of these phases, the Mayor and the Task Force members were committed to the deep involvement of both young people and the broader community. High school-aged youth were members of the Task Force and had representation on every committee. The Mayor's Youth Council was a critical partner in the process and hosted a Mayor's Youth Summit with students from every public and many private high schools in the county. The Council also created and distributed a youth survey which was completed by more than 1200 high school students. Several focus groups were conducted with youth to gather critical reflections.



Above The Mayor's Youth Council with Mayor Karl Dean

Facing Page Community Listening Sessions and Taskforce Committee meetings.

Youth Survey: General Themes

Issues important to high school-age young people:

- College/Career Access
- Transportation
- Health
- Safety/Violence
- Employment
- Recreation and Entertainment

What are your top health concerns?

- Drug and alcohol abuse
- Pregnancy
- Violence
- Smoking
- STD's
- Obesity
- Stress

Reasons for feeling unsafe:

- Violence
- Gang activity
- Harassment
- Bullies

COMMUNITY INVOLVEMENT

The Task Force also held 10 Community Listening Sessions throughout Davidson County. These listening sessions provided opportunities for community members to share their insights, interests, and concerns as they related to each of the focus areas. All comments and insights from these community listening sessions were recorded and provided to Task Force members. Simultaneously, the Task Force, with the help of Metro Council Members, launched a community-wide survey to solicit more insight on community perspectives and priorities as they relate to young people. With almost 800 survey respondents, the results offered additional critical insight during the Investigative Phase.

Community Survey: General Themes

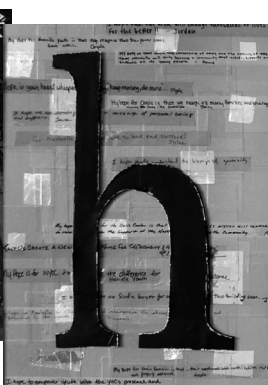
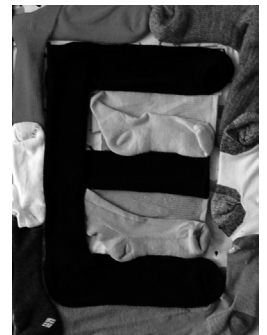
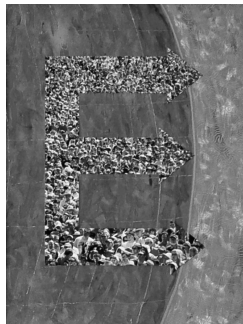
What do you think is the most important issue for children and youth in our community?

- Health and wellness: affordable healthcare, nutrition, exercise, self-esteem
- Safety in schools, community and at home
- Quality and affordable childcare and universal Pre-K
- Safe, stable and supportive home life
- Access and equity in education
- Quality schools
- Youth engagement in school and the community
- Self-esteem and respect
- College preparation and job readiness
- High risk behavior prevention: gangs, substance abuse, teen pregnancy, crime and violence
- Leadership opportunities
- Transportation
- Life skills
- Access to free/affordable recreational and athletic activities
- Safe and productive environments for out-of-school involvement
- Opportunities for emotional and social development
- Positive role models
- Positive parental involvement – parenting classes, family resources



The Mayor's Child and Youth Master Plan Community Challenge

The Mayor's Child and Youth Master Plan is first and foremost a living document that seeks to clarify and prioritize what we as a city want to see and commit to concerning the well-being of our children and youth. It is also a call to the larger community to develop broader partnerships, set attainable goals, employ data driven decision making, and engage in bolder strategies. Our challenge is to move beyond fragmented approaches, toward citywide collaboration and accountability. The Mayor's Child and Youth Master Plan is an invitation to the community to make a commitment to our children and youth by working collaboratively to achieve the plan's desired outcomes.



14 For Our Future

At the heart of the Child and Youth Master Plan are 14 desired outcomes for children and youth. These outcomes are designed to ensure a successful future for every young person, which ultimately will help ensure a successful future for Nashville and Davidson County.

All Children and Youth Will...

- 1 **Have a safe and stable home and a supportive, engaged family**
- 2 **Have safe places in the community, where they are welcomed and supported by positive adult relationships**
- 3 **Develop valuable life skills, social competencies, positive values and become law abiding, productive citizens**
- 4 **Have confidence in themselves and in their future**
- 5 **Have opportunities to have their voice heard and positively impact their community**
- 6 **Experience social equity regarding access to opportunities, resources and information that are critical to their success in the 21st century**
- 7 **Experience a safe and caring school environment that supports social, emotional, and academic development**
- 8 **Achieve academically through high quality, engaging educational opportunities that address the strengths and needs of the individual**
- 9 **Be physically healthy**
- 10 **Learn and practice healthy habits, and have access to the resources that support these habits**
- 11 **Will be mentally healthy and emotionally well**
- 12 **Have access to and participate in quality programs during out-of-school time**
- 13 **Have safe outdoor spaces in their neighborhood that provide opportunities for play and recreational activities**
- 14 **Have safe transportation options that allow them to engage in activities and access services and supports that the community has to offer**

14 For Our Future

Fourteen Outcomes with Strategic Objectives— Defining the Change We Wish to See

To achieve the “14 For Our Future” outcomes, a focus on attainable strategic objectives is critical. The selection of these objectives (and the age range to focus on as noted at the end of each objective) was informed through research and the analysis of data which led to key findings (some of which are presented here) that helped the Taskforce determine what Nashville needs to focus on to make a difference for our children and youth.

Common Terms Used in the Planning Process

Outcome - A condition of well-being for children and youth and the desired end result to be achieved


Objectives - A focused, mid-range goal that if achieved will indicate progress toward the desired outcome

Strategy - A coherent set of actions that has a reasoned chance of working to improve results

OUTCOME **ONE**

All children and youth will be provided a safe and stable home and a supportive, engaged family.

KEY FINDINGS

- Exposure to violence, whether it is perpetrated against a child or someone else in the home, drastically increases the likelihood of criminal behavior in the young person exposed.
 - Physical child abuse in Davidson County is 2.5 times the national average, and child sexual abuse is almost 4 times higher than the national average (Kids Count Data Center, 2007).
 - Strong parental involvement is proven to help protect teens from violent behavior even if they witness violence.
 - 69% of high school youth report going to a family member when they need some advice or help (CYMP Youth Survey, 2010).
 - Family and community involvement in education correlates with higher academic performance, improved attendance and social skills, and fewer disciplinary actions.
 - High school youth report that they spend the majority of their free time outside of school at home or at a friend's house (CYMP Youth Survey, 2010).
- 
- Consistent and stable housing in early childhood and in the elementary years is critical for positive social, behavioral, educational, and mental health outcomes.
 - 20% of high school youth report moving to a different house or apartment in the past 12 months. (CYMP Youth Survey, 2010).
 - Davidson County has the highest rate of youth committed to state custody in Tennessee (Kids Count Data Center, 2007).
 - In 2004 Tennessee was 4th in the nation with regard to the number of youth who age out of foster care, and studies show that 1 in 5 of these teens will become homeless (Time for Reform – Aging Out and On Their Own, 2007).
 - According to a 2009 survey by the Davidson County Runaway and Homeless Youth Coalition, 20.5% of MNPS high school students have experienced an episode of homelessness in their lifetime.

STRATEGIC OBJECTIVES

- 1.1 Increase number of children and youth who experience active consistent parenting, positive communication, and emotional support from their families (0-21)
- 1.2 Reduce the number of children and youth exposed to family violence (0-21)
- 1.3 Decrease the number of homeless children and youth (0-21)
- 1.4 Increase the number of children in the DCS system who find positive parental substitutes and maintain these relationships after exiting the system (0-21)
- 1.5 Increase number of children and youth who have oversight by or accountability to a caring adult during out-of-school-time (0-18)
- 1.6 Decrease the number of children and youth who experience neglect and abuse (0-18)
- 1.7 Increase the number of at risk children and youth who experience long term stable housing (0-21)
- 1.8 Decrease number of children and youth who sustain preventable injuries and death in their homes (0-18)
- 1.9 Decrease the number of children and youth who live in structurally and/or environmentally unsafe homes (0-21)

OUTCOME **TWO**

All children and youth will be provided safe places in the community, where they are welcomed and supported by positive adult relationships.

KEY FINDINGS

- Feeling valued by the community provides children and youth with a sense of belonging that is critical to fostering productive engagement that benefits the young person and the community.
- According to a survey, many people in Nashville feel there are not many places in our community where youth are welcomed and respected. The majority of people who completed the survey also felt that there is a public sentiment that youth are the part of the communities problems and that many people are actually afraid of young people (CYMP Community Survey, 2010).
- Parents and youth become more engaged when the community promotes a sense of belonging.
- Caring adults are the cornerstone of child and youth development. The more positive interactions children and youth have with adults, the more likely they are to feel supported, welcomed and positive about their environment.
- A growing bonding attachment with at least one to two particular adults is critical to an infant's welfare and social-emotional development.
- According to the Americas Promise Alliance, more than 40% of young people ages (8-21) say they want more adults in their lives to whom they can turn for help.
- 1/3 of MNPS students responding to a 2007 school culture/climate survey reported not having an adult they could talk to about their problems.
- Where youth experience poverty, low neighborhood attachment, community disorganization, and the high availability of drugs and firearms, there is an increased likelihood that youth will commit violence.
- 15%-19% of youth surveyed reported feeling unsafe in a public location (neighborhood, community center, park, or other public place). The most common reasons for these feelings were violence and gang activity (CYMP Youth Survey, 2010).
- 18% of students reported carrying a weapon (gun, knife, or club) in the past 30 days (Metro Public Health Department: Risk Behaviors of Nashville's Youth, 2007).



One out of three
Nashville students
responding to a 2006
survey reported not
having an adult they
could talk to about
their problems.

STRATEGIC OBJECTIVES

- 2.1 Increase the number of children and youth who have a positive caring adult in their life (0-21)
- 2.2 Increase the number of children and youth who have access to and participate in safe and healthy activities in their neighborhoods (6-21)
- 2.3 Decrease the number of youth who are influenced by gang culture (11-21)
- 2.4 Reduce the number of youth in possession of handguns (14-21)
- 2.5 Increase the number of children and youth who have access to safe and welcoming community spaces (6-21)
- 2.6 Increase the number of non-English speaking children and youth who are welcomed and engaged in the community (6-21)
- 2.7 Increase the number of children and youth with special needs who are welcomed and engaged in the community (6-21)

OUTCOME **THREE**

All children and youth will develop valuable life skills, social competencies and positive values and become law abiding, productive citizens.

KEY FINDINGS

- Key life skill opportunities such as character education, physical health, service-learning, conflict resolution, and anti-drug/anti-gang programming increase positive social behaviors and academic achievement.
- Quality and quantity of different interaction opportunities influence positive peer relationships which are essential for youth to develop into healthy adults.
- Opportunities to engage in community or civic affairs expand social networks and build social capital.
- Opportunities for real-world, work-based experiences build valuable skills.
- Positive peer relationships are important and essential for youth to develop into healthy adults.
- For older youth, peers and associations through school and employment are very influential.
- In 2009 almost 12,000 citation and arrest charges were made against youth in Nashville (MNPDP).
- The CYMP Community Survey 2010 showed that 56% of survey respondents believe that Nashville is not doing a good job supporting the positive development of its children (ages 0-10).
- The CYMP Community Survey 2010 showed that over 80% of respondents believe that Nashville is not doing a good job supporting the positive development of its youth (ages 11-21).
- 34% of survey respondents rank “ensuring young people develop social competencies, life skills, and positive values” as one of the three most pressing issues for the community to address (CYMP Community Survey, 2010).

STRATEGIC OBJECTIVES

- 3.1 Increase number of children and youth who grow up exposed to positive values (0-18)
- 3.2 Increase number of children and youth who are exposed to learning opportunities that will provide them with the life/soft skills needed to succeed (0-18)
- 3.3 Decrease the number of children and youth who are victims of delinquent acts (0-13)
- 3.4 Decrease the number of children and youth involved in status offenses (i.e. curfew, loitering, unruly, smoking, drinking, runaway) (6-18)
- 3.5 Decrease the number of youth committing delinquent acts (14-18)
- 3.6 Increase number of children and youth who contribute to the community in meaningful ways. (11-21)
- 3.7 Increase the number of children and youth who are able to maintain balance in their lives with regard to work, home, school and social life (6-21)
- 3.8 Decrease the number of youth who experience sexual violence and coercion (14-18)



Art from Oasis Center

OUTCOME **FOUR**

All children and youth will have a positive sense of self and confidence in their future.

KEY FINDINGS

- There is a lack of education of families about early childhood programs and the benefits enjoyed by the children who attend these programs.
- A stable and positive environment is necessary for children to develop initiative, hope, and a sense of efficacy.
- Problems perceived to be intractable, in the neighborhoods and communities where children and youth live, can negatively influence their view of their personal future.
- Stable and positive environments are necessary for children to develop initiative, hope, and a sense of efficacy.
- 6% of Nashville youth ages 16-19 do not attend high school and do not work (Kids Count Data Center, 2007), and it has been shown that the lack of a high school diploma, GED or skills training influences the view of personal future by older youth.
- Education, improved employment opportunities, positive connections with adults, and meaningful uses of their time are keys to a positive view of the future and of themselves.
- In 2008, 72.6% of Nashville's public school students graduated on time (TN Dept of Ed)
- Student internships/relevant real-world experiences improve student academic outcomes.
- Almost 35% of community survey respondents rank "ensuring youth are emotionally well, have confidence and a positive sense of self" as one of the three most important issues for the community to address (CYMP Community Survey, 2010).
- The 2010 CYMP Community Survey reports that 64% of respondents believe that many people in our community are afraid of youth.

6%

of Nashville youth
ages 16-19 **do
not attend high
school and do
not work**

STRATEGIC OBJECTIVES

- 4.1 Increase number of youth who obtain a high school diploma, GED or vocational certification (14-21)
- 4.2 Increase number of children and youth who are informed about and successful during the transition points in education (0-21)
- 4.3 Increase number of youth who have opportunities to explore academic and career options (11-21)
- 4.4 Increase the number of students involved in special area activities (art, music, language, phys ed, etc) and allow access for all students (0-21)
- 4.5 Decrease number of idle youth (not enrolled in school and not in the labor force) (14-21)
- 4.6 Increase number of older youth and part-time students who receive financial aid (19-21)
- 4.7 Increase number of employed youth (14-21)
- 4.8 Increase number of youth who have internships (14-21)
- 4.9 Decrease number of children and youth who cite problems in their neighborhoods as a barrier to their future (11-21)

OUTCOME **FIVE**

All children and youth will have opportunities to have their voice heard and positively impact their community.

KEY FINDINGS

- Youth who volunteer are more engaged in the community, have higher grades, and are more civically minded.
- More than 60% of students volunteer on a monthly basis with the majority volunteering between 1 and 5 hours per month (CYMP Youth Survey, 2010).
- There are very few opportunities in the city for youth to have a voice in citywide policy and decision-making.
- According to the CYMP Youth Survey 2010, challenges to volunteering include time, transportation and awareness of opportunities.
- Youth are more likely to volunteer if there is an adult, peer, or sibling who volunteers.
- Leadership opportunities contribute to developing self confidence and positive life skills.
- Youth desire general leadership opportunities; however, such opportunities are limited in supply and extremely competitive. There is a need for more youth leadership opportunities both in school and in out-of-school-time.
- Students report that they would do more volunteer service if: 1. It was for class credit or was a school requirement, 2. There were more flexible hours to volunteer, 3. They were more aware of the opportunities that already exist, and 4. Volunteer opportunities were relevant to a career interest (CYMP Youth Survey, 2010).

- 94% of CYMP Community Survey 2010 respondents believe that youth have unique and important insight to offer that must be included in community decision-making.
- 91% of CYMP Community Survey 2010 respondents believe that youth must have leadership roles if we are going to solve our community's critical problems.
- 20% of CYMP Community Survey 2010 respondents feel that our community does a good job of engaging children and youth in service to the community.

STRATEGIC OBJECTIVES

- 5.1 Increase number and diversity of youth engaged in leadership and/or volunteer opportunities outside of school (11-21)
- 5.2 Increase number of children and youth who hold leadership positions/ have roles in the city (11-21)
- 5.3 Increase number of children and youth involved with adults in service learning opportunities (6-13)
- 5.4 Increase the number of children and youth who display leadership attributes (0-21)
- 5.5 Increase the number of children and youth who are civically aware (6-21)

Darrion, YMCA Art Embrace



OUTCOME **SIX**

All children and youth will experience social equity regarding access to opportunities, resources and information that are critical to their success in the 21st century.

KEY FINDINGS

- Early listening, reading and speaking tools and materials are not readily available to all children, especially low-income and limited English speaking families.
- In a 2007 school culture and climate survey, MNPS students report dramatic distinctions across public high schools in perceived level of school expectations, preparation for the future, sense of voice in the school, and access to information to get involved.
- The most inexperienced and lowest paid teachers work in poor and minority schools.
- Access to upper-level coursework in high schools is dependent on school size and affluence of population.
- Parents of at-risk, high poverty, and ELL youth are not as aware of critical educational information.
- Black males are suspended from school at significantly higher rates than other subgroups (Chamber Education Report Card, 2008-2009)
- 9 MNPS zoned high schools have average composite ACT scores of less than 19, which is the minimum requirement for admission into a TN public university. These high schools are those with the highest number of economically disadvantaged and minority students (TN Dept of Ed).
- A large number of economically disadvantaged youth do not have readily available access to computers and the internet which prevents them from accessing information, resources, and electronic tools that are critical for civic and educational engagement and preparation for college, work and life.
- The CYMP Community Survey 2010 show that fewer than 20% of survey respondents believe that Nashville is doing a good job ensuring that our children and youth grow up ready for college, ready for work, and ready for a productive life.
- 1 in every 8 people in Davidson County is unable to read (Community Needs Assessment for Adult Literacy, 2010)



**1 in every 8 people
in Davidson County is
unable to read**

STRATEGIC OBJECTIVES

- 6.1 Increase the number of children, youth and families who are literate (0-21)
- 6.2 Increase the number of youth who know how to find, use and understand information and resources regarding education and employment (11-21)
- 6.3 Increase the number of at risk, high poverty children, youth, and parents who have 21st century skills (0-21)
- 6.4 Increase the number of children, youth, and parents who have daily access to low/no cost high-speed internet (0-21)
- 6.5 Increase the number of families who utilize resources and information from Nashville's non-profit, philanthropic, government and educational institutions (0-21)

OUTCOME **SEVEN**

All children and youth will experience a safe and caring school environment that supports social, emotional and academic development.

KEY FINDINGS

- Accessible high quality childcare, parenting classes and effective teacher training are vital to improving children's social and emotional skills.
- Children and youth in Davidson County between the ages of 6-13 report involvement in bullying in some way at significantly higher rates than their peers nationally (Olweus Survey, 2005-2008).
- Dropout prevention should address in-school and out of school factors.
- School attendance and academic achievement improves when the school climate is positive
- Role models and caring community networks at institutes of higher education increase retention
- Community survey respondents ranked ensuring academic achievement and providing a safe and caring school environment as the two most pressing issues that the community needs to work on (CYMP Community Survey, 2010).
- 88% of CYMP Youth Survey 2010 respondents report feeling safe at school.
- 6% of MNPS students surveyed reported carrying a weapon on school property in the last 30 days (Metro Public Health Department: Risk Behaviors of Nashville's Youth, 2007).
- In surveys, community listening sessions and youth focus groups, many youth reported experiences that are not indicative of a caring school climate, and also expressed their thoughts that positive relationships with teachers and other school staff/administrators was important to their motivation and engagement in school.

STRATEGIC OBJECTIVES

- 7.1 Increase number of students who receive social and emotional support in addition to academic development (0-21)
- 7.2 Increase the number of school staff, teachers and adults who positively interact with students to support their social and emotional well-being (0-18)
- 7.3 Increase the number of children and youth with highly involved parents in school (0-18)
- 7.4 Increase the number of youth who have a sense of connectedness to school and feel that education will prepare them to be successful adults (11-21)
- 7.5 Increase number of students who develop positive relationships with role models (0-21)
- 7.6 Increase number of students who feel their school has a caring and supportive climate (0-21)
- 7.7 Decrease number of youth who are influenced or affected by gang culture in schools (11-21)
- 7.8 Increase number of students who have positive perceptions of campus safety and security (0-21)
- 7.9 Decrease the number of students who are bullied in school (11-21)
- 7.10 Decrease number of students who drop out of college due to financial hardship or challenging life circumstances (19-21)

Noah, YMCA Art Embrace



OUTCOME **EIGHT**

All children and youth will achieve academically through high quality, engaging educational opportunities that address the strengths and needs of the individual.

KEY FINDINGS

- Many children are not prepared to enter kindergarten.
- There is a lack of high quality early childhood education for at-risk families.
- Many children exit high school underprepared to succeed in college.
- College/career access was ranked as one of the most important issues by high school age young people, with 86% of these students desiring to pursue a professional, 2 year or 4 year degree (CYMP Youth Survey, 2010)
- A 2007 report on Davidson County college access opportunities and services by the National College Access Network, states that 9th grade students in MNPS have a 32.5% chance of attending college right after high school.
- Only 33% of MNPS students taking the ACT scored a 21, which is the minimum requirement to qualify for the Hope Scholarship (Chamber Education Report Card, 2008-2009).
- High school dual enrollment improves high school graduation and college going rates.
- 82.4% of high school students responding to the CYMP Youth Survey 2010 indicated that with regard to navigating the process of enrolling in college they need the most help in filling out applications and obtaining financial aid, and most report that a family member is the source of most of their preparation for college and career.
- Ensuring academic achievement for children and youth was rated one of the most important issue for our community to work on now (CYMP Community Survey, 2010).
- Student achievement improves when students engage in arts education and leadership opportunities.
- The total district mobility rate in 2008-2009 was 35 percent and 11 zoned schools had rates above 50 percent, and economically disadvantaged, ELL and special education subgroups all have rates around 44 percent (Chamber Education Report Card, 2008-2009).
- The 2010 Mayor's Youth Summit participants cited irrelevant curriculum and loss of interest in school as major factors for a student's decision to drop out and offered that increased options and flexibility with regard to curriculum would be an improvement they recommend.
- MNPS graduation rates need improvement across all subgroups, especially among Hispanic, black and male students.

STRATEGIC OBJECTIVES

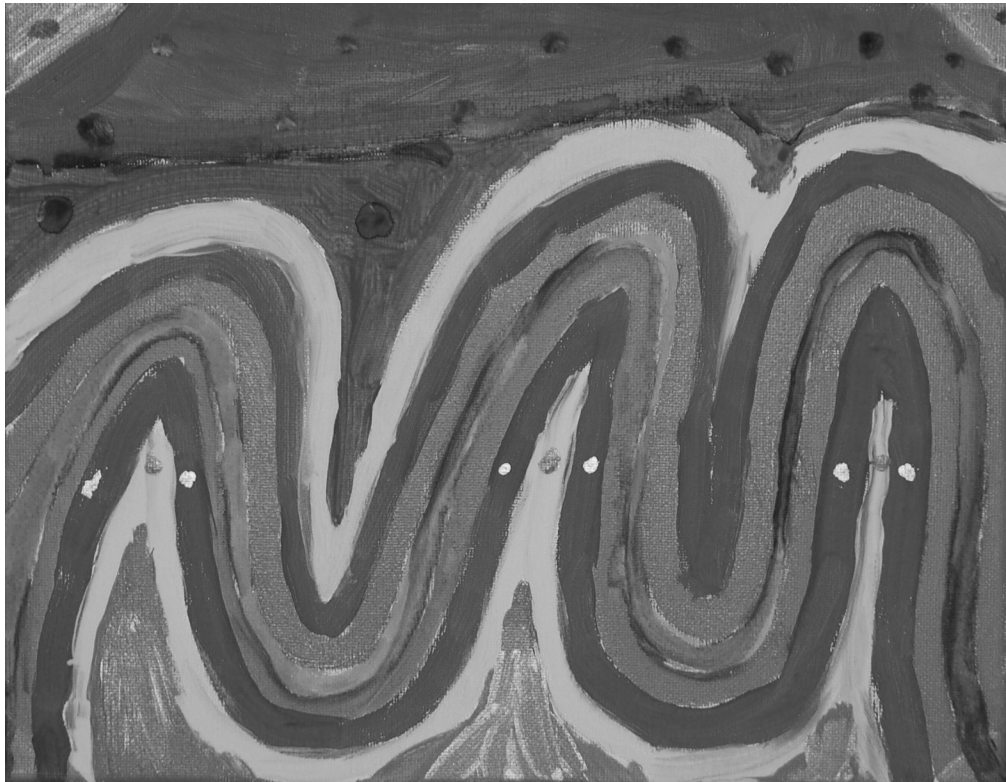
- 8.1 Increase the number of children enrolled in high quality early childhood programs (0-5)
- 8.2 Increase number of children and youth who are taught by high quality teachers, with a priority on low-income, minority and under performing schools (0-18)
- 8.3 Increase the number of children and youth who are actively engaged in their own learning (6-21)
- 8.4 Increase number of children and youth who attend schools with high quality and effective instructional leadership, with a priority on low-income, minority and under performing schools (0-18)
- 8.5 Increase the number of students who remain at the same school for the entire academic year (6-18)
- 8.6 Increase the number of children and youth involved in real world experiences that are connected to curriculum outcomes (0-21)
- 8.7 Increase number of children and youth who have positive attendance at school (0-21)
- 8.8 Increase number of families who understand the elementary and pre-K options (0-5)
- 8.9 Increase the number of children and youth who have access to upper level coursework so that challenging academic opportunities are integrated across the district regardless of school size and affluence (6-18)
- 8.10 Increase the number of youth and families who receive technical assistance regarding the mechanics of application for and funding of a post secondary education (14-18)
- 8.11 Increase the number of low-income and first generation college students (19-21)

OUTCOMENINE

All children and youth will be physically healthy.

KEY FINDINGS

- Infant mortality in Davidson County is higher than the US average and is 2.5 times higher in the African American community (TN Dept of Health, 2009)
- Infants of mothers with high school or lower education were 84% more likely than those with higher levels of education to die during infancy, while those from households with incomes of less than \$25,000 were over twice as likely to die as those from households with higher incomes (Tennessee Department of Health, 2009).
- Low birth weight babies are more likely to have lower IQ scores than normal weight babies and low-income children born with low birth weight are more likely to have attention problems.
- Teens start pre-natal care later in pregnancy than older mothers.
- Roughly one out of four Davidson County young people is overweight or obese and these rates increase with age.
- At least one third of young children do not receive the recommended number of well-child visits with the percentage increasing with age
- 18% of youth in poverty and 22% of Latino youth are uninsured, 23 % are underinsured and 30% of young adults (19-21) do not have health insurance.
- Tennessee's childhood obesity rate is 20.6%, which is the 6th highest in the US (F as in Fat Report, 2010). Davidson County exceeds TN averages with 26% of children and youth being classified as overweight or obese (Metro Public Health Dept).



Mackenzie, YMCA Art Embrace

STRATEGIC OBJECTIVES

- 9.1 Decrease the number of low birth weight babies
- 9.2 Increase the number of children and youth who receive the recommended number of well-child visits (0-21)
- 9.3 Decrease infant mortality rate and disparities among African American and White births
- 9.4 Increase the number of insured children and youth (particularly youth in poverty) (0-21)
- 9.5 Increase the number of children & youth with a healthy age-appropriate Body Mass Index (0-21)
- 9.6 Improve birth outcomes for infants of teen parents (14-21)

OUTCOME **TEN**

All children and youth will learn and practice healthy habits and have access to the resources that support these habits.

KEY FINDINGS

- Breastfeeding has been found to provide protection against childhood obesity.
- A large percentage of economically disadvantaged citizens live in areas where access to healthy foods is not readily available, which contributes to higher rates of obesity and health problems for this population.
- 78.2% of high school youth do not engage in at least one hour of physical activity a day, which is the Surgeon General's recommendation (Youth Risk Behavior Survey, 2007).
- One-third of Davidson County youth ages 13-19 report more than 3 hours of TV watching per night (Youth Risk Behavior Survey, 2007).
- 64.8% of youth say they have engaged in alcohol consumption. Almost 24% of these youth report that they had their first drink of alcohol (other than a few sips) under the age of 13 (Youth Risk Behavior Survey, 2007)
- Almost 20% of youth reported at least one incident of binge drinking (5 or more drinks in a couple of hours) in the past 30 days (Youth Risk Behavior Survey, 2007)
- 53% of youth have tried smoking and 13.7% of youth report having been a regular smoker (every day for at least 30 days) (Youth Risk Behavior Survey, 2007).
- 40% of youth have used marijuana, and 30% of youth report having been offered an illegal drug on school property (Youth Risk Behavior Survey, 2007).
- 47.4% of Davidson County high school youth have had sexual intercourse, and 17.1% of report the age of sexual initiation at 13 years old or younger (Youth Risk Behavior Survey, 2007).
- 9.5% of Davidson County youth report sexual coercion in dating.
- The rate of teen pregnancy in Davidson County is 5.5% compared to 3.4% in Tennessee (Kids Count Data Center, 2007).
- Nashville youth report drug/alcohol abuse and pregnancy as the two biggest health concerns for people their age. Violence ranked third (CYMP Youth Survey, 2010).
- Additional health concerns reported by high school youth are: smoking (23%), stress (21%) and STDs (20%) (CYMP Youth Survey, 2010)

STRATEGIC OBJECTIVES

- 10.1 Increase the number of babies who are breast-fed (0-5)
- 10.2 Decrease the number of teens that use tobacco (11-21)
- 10.3 Increase the number of teens that demonstrate responsible decision-making regarding sexual behaviors (11-21)
- 10.4 Increase the number of children and youth who eat recommended amounts of fruits, vegetables, and whole grains (0-21)
- 10.5 Increase the number of children who get physical activity at the American Academy of Pediatrics & Centers for Disease Control recommended levels (0-21)
- 10.6 Decrease the number of teens that use alcohol and/or other drugs (11-21)
- 10.7 Increase the number of children educated in pregnancy prevention (11-18)
- 10.8 Reduce the number of children and youth who consume sugary beverages (0-21)

OUTCOME **ELEVEN**

All children and youth will be mentally healthy and emotionally well.

KEY FINDINGS

- Over half of children experience childhood trauma, most by the age of 5. Most commonly this trauma is caused by an accident, physical trauma, abuse, neglect, domestic violence, community violence, and/or traumatic loss/grieving.
- 1 in 5 children have a mental health problem and 1 in 10 have a serious emotional disturbance. Children in poverty are more at risk for serious problems. (US Dept of Health and Human Services)
- 13 in 100 youth experience an anxiety disorder and 8 in 100 experience depression (National Mental Health Information Center).
- 75% of youth needing mental health services do not receive them (US Dept of Health and Human Services).
- 27.5% of Davidson County high school youth reported feeling so sad or hopeless almost every day for two weeks or more in a row that it stopped them from doing some usual activities (Youth Risk Behavior Survey, 2007)
- 12% of Nashville high school aged youth reported seriously considering suicide within the past 12 months and another 12% made at least one suicide attempt (Youth Risk Behavior Survey, 2007)
- Almost half of school-age children and over one-fourth of children under five suffer from depression, anxiety or aggression after becoming homeless (The Institute for Children and Poverty)
- Many homeless youth have mental health, alcohol and drug problems, often in combination. The highest rates of substance use and abuse are seen in street youth, followed by sheltered youth and runaways, then housed youth. These rates increase with age (National Symposium on Homelessness and Research)



Pride and Prejudice , Bridget Bailey, Age 18

STRATEGIC OBJECTIVES

- 11.1 Increase the number of children and youth who receive evaluation and referral for behavioral, mental, and emotional health issues (0-21)
- 11.2 Increase number of youth who receive needed behavioral, mental and emotional health services (0-21)
- 11.3 Reduce suicidal ideation, attempts and completions by youth with particular attention to minority males (11-21)
- 11.4 Increase the availability of emotional support and mental health services for homeless children, youth and young adults (6-21)

OUTCOME **TWELVE**

All children and youth will have access to and participate in quality programs during out-of-school-time.

KEY FINDINGS

- Many parents and youth are unaware of the quality programs that are being offered in their area.
- High quality, evidence-based out-of-school-time programs have significant positive effect on student outcomes.
- Teens that have access to an array of developmental opportunities experience less risk and have a higher rate of positive development.
- Effective programs offer high interest and strong relationships with program staff.
- Fewer than 10% of 21,000 public middle school students participate in structured programs. More structured options exist for those who can pay fees and have transportation (NAZA, 2009).
- Collaboration among program providers across institutions improves programming.
- 67% of students surveyed report that they participate in organized activities outside of school such as sports teams, after-school programs, community groups and faith-based groups (CYMP Youth Survey, 2010).
- The top three reasons why high school students report not wanting to participate in organized activities outside of school are: a lack of time, lack of interest and lack of transportation (CYMP Youth Survey, 2010).
- 77% of CYMP Community Survey 2010 respondents feel that our community does not have enough opportunities for children and youth to participate in out-of-school-time activities.
- Only 20% of CYMP Community Survey 2010 respondents feel that our community invests sufficiently in community-based programs for children and youth.



Only 20% of Children and Youth Master Plan Community Survey 2010 respondents feel that our community invests sufficiently in community-based programs for children and youth.

STRATEGIC OBJECTIVES

- 12.1 Increase the number of parents, children, and youth who are aware of what is offered in the community during out-of-school-time (0-21)
- 12.2 Increase number of children and youth who participate in high quality out-of-school-time activities or service learning opportunities (6-21)
- 12.3 Increase number of special needs and ELL children and youth in quality out-of-school-time programs/activities (6-18)
- 12.4 Increase the number of programs that reflect youth voice and choice in out-of-school-time activities (11-21)
- 12.5 Increase the balance of offerings with regard to creative-based, academic-based and physical activity-based programs for children and youth. (0-21)
- 12.6 Increase number of parents who participate in programs with their children during out-of-school-time (0-10)

OUTCOME **THIRTEEN**

All children and youth will have outdoor spaces in their neighborhood that provide opportunities for play and recreational activities.

KEY FINDINGS

- Children need access to spaces where they can develop their large and small motor skills.
- According to the Metro Parks 2008 Master Plan Update, 12 out of 14 Nashville sub-areas have been identified as having a deficit in the number of neighborhood parks, 8 have a deficit in the number of community parks.
- Adult role models have an impact on the activity levels of children.
- Outdoor recreational activity levels decrease as television and computer usage increases. For older youth, physical activity also decreases as after-school employment increases.
- Outdoor play and recreation is important to the development and well-being of children and youth.
- Participation in organized activities is important in increasing the level of physical activity in youth.
- High school dropouts lack access to structured activities and tend to develop poor physical activity habits.
- Spending time outdoors is beneficial to both physical and emotional health.

STRATEGIC OBJECTIVES

- 13.1 Increase number of children, youth and families who utilize parks/green spaces (0-21)
- 13.2 Increase number of neighborhoods that have a playground within .5 miles (0-21)
- 13.3 Increase number of neighborhoods that have an athletic field within 2 miles(0-21)
- 13.4 Increase number of neighborhoods that have a green space within 1 mile (0-21)



Memory, Juliana Horner, Age 18

OUTCOME **FOURTEEN**

All children and youth will have safe transportation options that allow them to engage in activities, and access services and supports that the community has to offer.

KEY FINDINGS

- Parents of very young/elementary age children do not have access to information on all of the transportation services available to them.
- Youth serving organization typically operate their own vans and buses for youth without coordination with each other or with the public and school transportation services.
- Lack of transportation significantly limits a young person's ability to connect with positive opportunities in the community.
- Transportation services are not always scheduled during the times that best meet the needs of youth.
- Lack of transportation was cited as a reason why high school youth do not participate in out-of-school-time activities and volunteer opportunities (CYMP Youth Survey, 2010)
- Lack of transportation options prevent students who move outside of their school zone from taking advantage of continuity options and remaining in the same school.
- Older youth feel the need to purchase and maintain a car because they are not aware of transportation options available to them.
- The Nashville-Murfreesboro metro region ranks fourth in the nation for fatal teen crashes, which is the leading cause of teen death (Allstate Insurance Study, 2008).
- 56% of high school students surveyed said they had used public transportation in the last 12 months. 37% rated their experience as average but could use improvement and 38% said that their experience was good and that the system works well most of the time (CYMP Youth Survey, 2010).
- High school students attending the Mayor's Youth Summit reported that safety on public transportation was a concern for them.

56%

of high school students surveyed said they had **used public transportation in the last 12 months**

STRATEGIC OBJECTIVES

- 14.1 Increase the number of children and youth who have access to transportation options other than their parents for before school activities, after school activities, and to school itself (when associated with school continuity issues). (16-21)
- 14.2 Increase the number of youth who practice safe driving habits (14-18)
- 14.3 Increase the number of children, youth and families who have safe walking conditions in their neighborhoods (0-21)
- 14.4 Increase number of children, youth, and families with access to bicycles and safe biking options on Metro Nashville streets (6-21)

Taskforce Recommendations: Strategies for Positive Change

During the last phase of their work, the Taskforce members identified some critical areas of focus and offered some suggestions on strategies and actions that can contribute to and leverage the existing work of the city, and address our shared goals established in the Child and Youth Master Plan to ensure our children and youth develop into successful adults who will be ready for college, work and life.

We know that the many aspects of the life of a child do not occur in isolation, and we understand that when recommending strategies to improve certain factors that there will be additional impact and a “ripple effect” of improvement in other areas. For example, improvement in the social and emotional well-being of a young person has also been shown to improve a young person’s academic performance. Further, improved stability and sense of safety in the home increase social and emotional well-being.

Each of the strategies in this section is specifically linked to one or two individual objectives, rather than the full range of objectives they might have an impact on. This is due to the complicated nature of mapping the “connectedness” in a report of this type. However, as the implementation and tracking systems for the Child and Youth Master Plan are further developed, they will include and account for the interrelated nature of the outcomes, objectives and strategies.



A taskforce committee at work

The strategies below are presented as recommendations from the individual committees and have not been consolidated into a single set from the Task Force as a whole. While some strategies may be very similar across committees (which is largely due to the level of agreement across committees that a specific strategy is needed), they are presented as separate committee recommendations in order to preserve the unique perspectives and details that come through the committee’s area of focus. During implementation, many of these strategies could be combined or adjusted (taking suggestions/strengths from various perspectives) to maximize their effectiveness.

Most importantly, it needs to be stressed that the following list of recommendations is not meant to be a comprehensive set of strategies that will address all of the objectives of the Child and Youth Master Plan. Due to the expansive scope of this plan, such an undertaking would be unrealistic and ineffective. For all the aspects of child and youth well-being to be addressed, the expertise and resources of the entire city will need to be leveraged. Nashville has some extremely effective programs, initiatives and strategies that are highly valuable and beneficial to children, youth and families. The first and most important strategy recommendation is to bring these existing efforts together to create an even larger impact and ensure sustainable positive change.

The Mayor’s Child and Youth Master Plan Taskforce offers the following strategies as recommendations that we believe will have a positive impact in the lives of young people and help to move our city forward in its endeavors to prepare them for a successful future.

Education Lifecycle Committee Strategy Recommendations

Objective 1.3: Decrease the number of homeless children and youth

Strategy: Create short and long term transitional shelters for youth

- Set guidelines for who can participate in transitional housing.
- Create high behavioral expectations for youth living in transitional housing facilities.
- Convert vacant/unused facilities to transitional housing (ie: hotel rooms, hospital rooms, etc).
- Develop strategies for youth to transition to academic housing as they pursue higher education.
- Build upon models developed in other cities and bring to scale some of the efforts undertaken by Oasis Center.

Objective 3.1: Increase number of children and youth who grow up exposed to positive values

Strategy: Narrowly focus and intentionally select positive values that should be displayed across community

- Identify short list of positive values that are needed to build character.
- Create framework for sharing values in sequenced and age-appropriate ways in curriculum/activities and in out-of-school-time curriculum/activities.
- Create communication plan for sharing identified positive values with families and the community.

Objective 3.2: Increase number of children and youth who are exposed to learning opportunities that will provide them with the life/soft skills needed to succeed

Strategy: Use school buildings as primary connection point for students with regard to information about and the distribution of available resources.

- Gather resources and create clearinghouse of available child/youth/family resources for ALL children. Include online resources in clearinghouse process.
- As part of clearinghouse process, include evaluation component for all child/youth/family programs to help rate effectiveness of each program.
- Should be a collaborative with existing community and MNPS initiatives.

Strategy: Identify list of 5-10 core life/soft skills needed for success and ensure they are a focus throughout the community

- Make identified life/soft skills intentional and relevant in school curriculum/activities and out-of-school-time curriculum/activities.
- Create communication plan for sharing identified life/soft skills with families and the community.

Objective 3.6: Increase number of children and youth who contribute to the community in meaningful ways

Strategy: Create, integrate and maintain high quality internship, service-learning, and capstone experiences for all middle and high school students

- Standardize definitions of internship, service-learning, and capstone experience for all advisors and organizations.
- Create assessment measures for each experience.
- Create training modules for all advisors and organizations that participate with students in the internship, service-learning and/or capstone experiences.

- Recruit “experiences” for students.
- Create pipeline of resources to ensure “experiences” happen.
- Build upon the efforts of the Academies and Alignment Nashville initiatives.

Objective 3.7: Increase the number of children and youth who are able to maintain balance in their lives with regard to work, home, school and social life

Strategy: Develop, integrate and maintain a “life coach” resource person in each school building’s resource center (See Education Lifecycle strategy for Objective 3.2) to help students through the coaching of soft skills.

- Develop life coach volunteer program with area colleges and universities for soft skills.
- Use PENCIL Partner model to “recruit” life coaches for resource centers.
- Provide specific training for life coaches, that includes cultural sensitivity and the exploration of various coaching models for different student situations.
- Collaborate with area colleges and universities and coordinate with the service learning programs present at these universities.
- Builds upon what some colleges and universities are providing.

Objective 4.2: Increase the number of children and youth who are informed about and successful during the transition points in education

Strategy: Develop, integrate and maintain “transition coach” resource person in each school building’s resource center (See Education Lifecycle strategy for Objective 3.2) to help students with educational transitions.

- Define various educational transitions that students experience.
- Identify barriers to success at these transition points.
- Create job description and training program around skills needed to be a “transition coach”.
- Hire “transition coach” at each school building resource center.
- Coordinate efforts of all school-based coaches – including guidance counselors, life coaches, literacy coaches, instructional coaches, numeracy coaches, etc.

Objective 6.1: Increase the number of children, youth and families who are literate

Strategy: Increase the amount of time children, youth and families spend on literacy attainment and improvement

- Build an optional incentive-enhanced summer institute for ELL students that focus on reading, literacy, and public speaking.
- Increase number of children involved in high-quality early childhood programs.
- Increase time spent on literacy at all levels of schooling.
- Improve middle and high school teacher training in teaching literacy.
- Improve reading assessment techniques at all levels of schooling by administering multiple assessment measures at monthly designated intervals for all kids (measures should assess phonics, fluency, vocabulary and comprehension).
- Provide immediate expert intervention for students who are below grade level in reading or who “lose ground” in reading as measured on monthly assessments.
- Provide more year-round opportunities for youth to be involved in literacy-focused programs, especially for ELL students or students who are below grade-level in reading.

Objective 8.1: Increase the number of children enrolled in high quality early childhood programs

Strategy: Increase the number of high quality, affordable early childhood programs/classrooms

- Advocate for early childhood. This strategy will require policy changes at the state level.

- Expand on the Lottery Pre-K programs.
- Publicize/communicate the standards required for high-quality early childhood.
- Increase educational attainment, wages, and quality professional development for early childhood providers. There has been a movement to provide high quality training opportunities to child care providers by TECTA that could be expanded on to help increase teacher training.
- Focus recruitment of new early childhood programs/classrooms on smaller, independent sources (ie: faith-based institutions, businesses).
- Provide competitive incentives for child care providers to increase quality.
- Invite the Educare network (non-profit backed by Susan Buffet that supports high quality early learning) to start a center or centers in Nashville.
- Invite Jumpstart (big buddy program pairing college students with low-income preschoolers to encourage literacy) to implement their model to Nashville.

Health Committee Strategy Recommendations

Objective 9.1: Decrease the number of low birth weight babies

Objective 9.3 Decrease infant mortality rate and disparities among African American and White births

Strategy: Utilize the Fetal Infant Mortality Review (FIMR) to explore community specific causes of infant mortality and develop community-based intervention

Strategy: Provide information and support to improve the pre-natal health of women

- Identify at-risk mothers early in pregnancy for needed services.
- Assure all women have a Reproductive Life Plan and needed resources to implement that plan.
- Assure all women have access to and utilize a medical home.
- Improve community awareness around importance of taking pregnancy to term.
- Reduce missed opportunities to incorporate preventive health care.
- Strengthen family/household and neighborhood support of women.
- Enhance professional development for educators delivering the Lifetime Wellness Curriculum, emphasizing health throughout the life course, including Preconception Health (PCH).
- Efforts by the Metro Public Health Department, the Governor's office of Children's Care Coordination, and the Federal Healthy Start project in North Nashville all are existing opportunities to support this strategy.

Objective 9.2: Increase the number of children and youth who receive the recommended number of well-child visits

Strategy: Increase awareness of need for annual well-child and well-teen exams

- Utilize schools as a better route to informing and recruiting parent involvement and increased awareness of options for their children.
- Consider policy requiring well-child exams for middle school and high school age children.
- Improve MCO/Provider notification and reminder system(s).

Strategy: Increase access to health care services that will provide free/affordable well checks

- Increase convenient opportunities for teens to access health services including school based options, after hours, and weekend opportunities.

Objective 9.4: Increase the number of insured children and youth (particularly youth in poverty)

Strategy: Enhance outreach regarding insurance eligibility and enrollment

- Utilize public schools, pediatric ERs, and other points of first contact within the medical care system to inform families of options.
- Pursue Community Outreach (via TENNderCARE and other agencies) to increase awareness of eligibility.
- Begin to develop policies that link students eligible for free or reduced-price lunches with insurance enrollment.

Objective 9.6: Improve birth outcomes for infants of teen parents

Strategy: Enhance early identification of pregnant teens

- Establish a school-based voluntary pregnancy self-reporting system that can link students with services.

Strategy: Ensure prenatal care, wrap-around services, and personal/social support for pregnant teens

- Begin expansion/replication of Pregnant and Parenting Teens advisory groups at all high schools.
- Engage the parents of pregnant teens and teen parents in order to offer support and help ensure positive and responsible decision making and action.
- In addition to the Pregnant Parenting and Teens groups, the Teens Taking Charge program in several high schools and the Birthing Project focusing on African-American and Latina teens are models to be considered.

Objective 10.1: Increase the number of babies who are breast-fed

Strategy: Increase awareness of the benefits of breastfeeding

- Implement a culturally appropriate campaign for breastfeeding.
- Increase education for obstetrics, family practice, and pediatric providers, including labor and delivery nurses and instructors of birthing classes, regarding the benefits of breastfeeding over formula feeding and methods to facilitate successful initiation of breastfeeding.

Strategy: Increase the number of breastfeeding-friendly workplaces and establishments

- Establish at least one breastfeeding friendly hospital in Nashville, following the World Health Organization (WHO) guidelines.
- Efforts are already under way with the Communities Putting Prevention to Work/Healthy Places Project that will develop a work plan for a community campaign that includes baby-friendly hospitals and breastfeeding-friendly workplaces.

Objective 10.2: Decrease the number of teens that use tobacco

Objective 10.6: Decrease the number of teens that use alcohol and/or other drugs

Strategy: Increase adolescent and parental awareness of the risks of tobacco and drug use

- Increase awareness and continuous, repetitive messages, particularly from individuals with cultural credibility, and integrate it into schools and out-of-school-time service providers (for tobacco, alcohol, & other drugs).
- Increase parental education and the knowledge of consequences to parents for unsafe practices. The Bridges Initiative is one model that could be expanded upon.

Strategy: Create environments that monitor, limit and discourage use of tobacco, alcohol and other drugs

- Implement regular, systematic checks with alcohol retailers to ensure compliance with Youth Access Laws.
- Incorporate alcohol and other drug assessments into adolescent/well-teen exams.
- Incorporate assessments for substance use such as the SBIRT (Screening, Brief Intervention, Referral and Treatment) into well-teen exams and other settings as appropriate.
- Increase the number of alcohol/drug free venues for youth and young adults.

Objective 10.3: Increase the number of teens that demonstrate responsible decision-making regarding sexual behaviors

Objective 10.7: Increase the number of children educated in pregnancy prevention

Strategy: Provide information to teens that will help them make informed, responsible decisions

- Implement the Youth Risk Behavior Survey in middle schools (in addition to the currently surveyed high schools) and ensure its distribution to all appropriate ages. This will provide valuable information on what behaviors that teens of different ages are engaging in.
- Ensure youth have information regarding available reproductive health services and how to access them.
- Create a social media resource for youth that provides information, education, and opportunities to get their questions answered.
- Train educators and out-of-school-time program providers so that they are more comfortable providing age-appropriate information regarding sexual responsibility.
- Ensure regular professional development for instructors of the Family Life and Sexuality Class (FLSC) on sexual responsibility.

- Increase educational programming to parents, utilizing parent university and related alternative outlets.
- Increase community-based education aimed at providing additional resources outside of schools.
- Begin discussing the expansion of hours in Family Resource Centers to provide additional opportunities for youth and their families to seek information or services.

Strategy: Ensure teen access to reproductive health service providers

- Increase the number of adolescents who receive their well-teen exams.
- Expand health clinics in high schools with the purpose of increasing access and availability.
- Utilize community-based clinics and other community settings to provide additional access to services during out-of-school-time.

Objective 10.4: Increase the number of children and youth who eat recommended amounts of fruits, vegetables, and whole grains (0-21)

Objective 10.8: Reduce the number of children and youth who consume sugary beverages

Strategy: Increase awareness of the importance and benefits of healthy eating by children and youth

- Develop and utilize community-based youth food-policy council to increase awareness of healthy eating and promote decision-making by organizations and businesses that increases availability of healthy food.
- Implement parental education to increase awareness of minimum age recommendations for consumption of sugary beverages by children ages 0 to 7.

Strategy: Ensure adequate availability of healthy food options

- Increase availability of healthy foods and decrease the availability of unhealthy foods in Metro schools.
- Expert consultant to study feasibility and make recommendations for policy and systems change to increase healthy food and decrease unhealthy food in metro schools.
- Ensure adoption and implementation of healthy eating nutrition policies for Head Start programs and pre-schools.
- Expand/increase availability of affordable healthy foods via school and community gardens.
- Connect efforts with the Healthy Places Project (Communities Putting Prevention to Work) Community Action Plan which includes several strategies to increase availability of healthy foods in schools and neighborhoods.
- Also directly addresses Objective 9.5.

Objective 10.5: Increase the number of children who get physical activity at the American Academy of Pediatrics & Centers for Disease Control recommended levels

Objective 9.5: Increase the number of children & youth with a healthy age-appropriate Body Mass Index

Strategy: Provide opportunities for physical activity at school and during structured programming

- Adjust policy and create programming opportunities that will change the current expectation that students engage in 90 minutes per week of physical activity during school to 60 minutes a day (in or out of school).
- Increase the number of daycares that are "Gold Sneaker" certified.
- Increase support for the curriculum, training, and supplies of out-of-school-time (OST) programming that promotes physical activity.
- Develop a data collection system for measuring and monitoring healthy weight (BMI).
- Utilize the Healthy Places Project (Communities Putting Prevention to Work) Community Action Plan to support this strategy.

Objective 11.1: Increase the number of children and youth who receive evaluation and referral for behavioral, mental, and emotional health issues

Strategy: Increase the knowledge of educators and out-of-school-time providers to facilitate

accurate and effective referral

- Train educators and out-of-school-time service providers in the recognition of and referral for behavioral, mental and emotional issues (Mental Health 101).
- Increase access and distribution of a resource guide to educators regarding behavioral, mental and emotional issues.

Objective 11.2: Increase the number of youth who receive needed behavioral, mental and emotional health services

Strategy: Ensure that the “hand-off” of referrals to service providers is coordinated, efficient, and fitting to the need

- Improve the tracking system of referrals for behavioral, mental, and emotional issues.
- Ensuring a “warm” handoff from referral agencies to those providing services will help to improve compliance and continuity.

Strategy: Provide mental health services in places that are convenient/accessible and non-threatening

- Investigate the possibility of scaling up the community school model of group treatment being conducted at Glencliff High School.

Objective 11.3: Reduce suicidal ideation, attempts and completions by youth with particular attention to minority males (11-21)

Objective 11.4: Increase the availability of emotional support and mental health services for homeless children, youth and young adults (6-21)

Strategy: Conduct screening to identify youth in crisis

- Ensure screening and referrals for youth in schools.
- Improve assessments and communication of information regarding children in family shelters.
- Conduct community data analysis to identify at risk groups for targeted interventions.
- Implement more targeted mental health screening in practices providing physical healthcare.
- Implement QPR (Question, Persuade, and Respond (Refer) as part of Mental Health 101 (current initiative).

Strategy: Improve mental health services, resources, and care to at-risk youth populations

- Improve coordination of health services to youth in school-based homeless programs.
- Provide training and service opportunities to the MNPS homeless children program and family shelters.

Objective: The following strategies directly address most if not all of the health objectives

Strategy: Expand Coordinated School Health strategy by supporting an active Coordinated School Health Team at each school that implements CDC model to ensure coordination of health education, physical education, health services, nutrition services, counseling and psychological services, healthy school environment, and health promotion for staff.

Strategy: Develop and Implement a brief health Core Curriculum to orient educators and out-of-school-time program providers to health issues and available resources for children and youth.

Strategy: Develop and implement a brief core curriculum in health and mental health for parents and guardians.

Strategy: Enhance communication with medical providers to highlight their importance in promoting healthy behaviors and timely well-child exams.

Mobility and Stability Committee Strategy Recommendations

Objective 1.1: Increase number of children and youth who experience active consistent parenting, positive communication and emotional support from their families

Strategy: Remove obstacles that stand in the way of children living in poverty through the implementation of Promise Neighborhoods.

- Promise Neighborhoods will provide:
 - Counseling for new parents on goal setting and proper care for infants and new children.
 - Early childhood education and high quality child care.
 - Extended day and extended year school programs with safe and educational after school programs for all resident children.
 - Crime prevention support systems.
 - Technology training to area youth and adults.
 - Job training and internship placement.
 - Community health facilities.
 - Resources that strengthen families.
 - Financial counseling for entire families.

Objective 1.2: Reduce the number of children and youth exposed to family violence

Strategy: Create a communication connection between all organizations that impact family violence to maximize resources and to assure complete coverage.

- Ensure more effective use of ongoing initiatives and identify those not served by the current system.
- Identify and assemble groups.
- Identify reported and unreported data about children and youth exposed to violence.

Objective 2.3: Decrease the number of youth who are influenced by gang culture

Strategy: Develop an interagency, community task force focused specifically on addressing Nashville's growing gang problem.

- While Nashville has a number of gang prevention, intervention, and suppression programs in place, we have not conducted a comprehensive gang assessment, nor do we have a strategic plan designed to bring various groups together to work in unison on this issue.
- Appoint a task force of local experts working on the "front lines" to lead a comprehensive school and community gang assessment.
- This type of assessment is required to receive future OJJDP funding in this area.
- Implement a master plan that contains strategies designed to address Pre-K through post HS needs.

Strategy: Create a centralized community-based "gang awareness center" to coordinate and provide certified, ongoing training and community education services

- Provide Parent and Guardian Education: Parent training, gang counseling for parents so they can be informed of what is really happening with their youth.
- Provide training for School Staff: All must have basic knowledge of gangs and gang culture nationally and locally. This will give staff an understanding of the threat and identification of gangs. School staff spends 40 hours a week with our youth and must be knowledgeable of the population and how to deal and react with certain situations to keep themselves, students, and school safe.
- Develop Youth Presentations: Effective presentations to youth designed to destroy gang's glamour and excitement. The presentation will show the negative impact of gangs on one's life, family, and friends. Each student will walk away with a deep understanding about the consequences of being a gang member and being an associate of gangs. The groups should not exceed 25 students and should be separated by the following:

Non gang members-females, non gang members male, gang members-males, gang associates-females. This is done to give the right people the right presentation and the right intensity. This is also done so the youth not involved in gangs would not be intimidated by gang members to ask questions in the group/presentation.

Strategy: Purposefully engage young people in leading the crusade to cut down on gang influence and recruitment.

- Create youth resident associations in public housing and other impacted neighborhoods.
- Develop mentoring programs designed to help young people see college as an option.
- Promote and implement “Committed 2 Life”: Create a movement to have students commit themselves to college, high standard of academics, self esteem, and away from gangs and juvenile court. This program allows students to make all things positive the “New Cool” & to allow an environment of learning and positivity in the school.
- Initiate 1-800 Gang Hotline: This anonymous phone line will give student a safe way to provide personnel and authorities with information that might be a threat to a school’s safety. This will also be a tool to help counsel students getting bullied or threatened by gangs. The key is to keep the students anonymous so that they will be kept safe from retaliation.
- Work with the Metro Nashville Police Department who implemented Gang Resistance Education and Training (GREAT), which is a program for Elementary and Middle School students that is taught by police officers who have been trained as instructors. MNPd now also does the instructor training for the South East region of the US. (<http://www.great-online.org/>)

Objective 3.3: Decrease the number of children and youth who are victims of delinquent acts.

Strategy: Early prevention education for children, youth and care givers

- Enhance Elementary school based prevention program and bullying programs.
- Best practices and resources can be found at <http://www.safeyouth.org/scripts/facts/intervention.asp> and http://www.cdc.gov/violenceprevention/pub/YV_bestpractices.html.
- Educate those involved with youth with important factors in youth violence prevention.

Strategy: Creation of youth “Power Hours”

- Create a messaging campaign that highlights in a positive way the hour or two after youth are released from school and are most prominent in the community. This messaging campaign is designed to change the perception the community has about youth activity during out-of-school-time, and create a more safe and welcoming environment.
- Create opportunities within the community to welcome youth after school hours and engage them in positive activities (structured and unstructured).
- Create positive environment for youth through safe places and city strategy to create positive messages for youth at risk.

Objective 3.5: Decrease the number of youth committing delinquent acts.

Strategy: Engage youth in after-school activities emphasizing development of beliefs, involvement in positive activities, commitment to social norms, and forming positive attachments.

- Utilize Youth Violence Prevention tool, (Milwaukee) to determine caps and strengths in violence prevention program <http://dpi.state.wi.us/sspw/yvp.html>.
- Coordinate efforts of community organizations after school.
- Utilize deterrent mechanisms to deter delinquent acts, (Targeting Hardening and Deference).

Objective 6.1: Increase the number of children, youth and families who are literate

Strategy: Increase the availability of quality early childhood education.

- Per Nashville's poverty reduction plan, expand the availability and increase the number of affordable, high-quality program spaces for children.
- Develop a funding plan to subsidize parent fees to achieve affordability.
- Adopt the recommendations of MNPS Transformational Leadership Group to provide a Pre-K education for all children in Davidson County.

Objective 8.1: Increase the number of children enrolled in high quality early childhood programs

Strategy: Increase the number of Pre-K classrooms in MNPS.

- Increase the enrollment in Pre-K classrooms through:
 - Parent education initiative.
 - Electronic data management system for student application information.
 - Redesign application process to enroll students in a more efficient manner.
- Provide a variety of professional development opportunities for Pre-K educators, administrators and families:
 - Professional development for coaches, teachers and administrators.
 - Professional development for Pre-K Educational Assistants to build team relationships.
 - Partner with community agencies and local universities to provide professional development.
- Use data to make informed decisions concerning instructional practices, class locations, student placement and effective and efficient departmental practices
 - Collaborate with the Data Warehouse team.
 - Work in partnership with Vanderbilt University in the study of the impact of Pre-K in TN.
 - Implement current research based on best practices in Pre-K instruction.
- Continue to partner with Pre-K community centers.
- Coordinate with the MNPS Transformation Leadership Group focused on disadvantaged youth has this strategy as a focus of their work.

Objective 8.5: Increase the number of students who remain at the same school for the entire academic year

Strategy: Increase the number of students who utilize the continuity option available for MNPS students who relocate during the school year.

- Increase parent and school awareness of continuity option.
- Review MNPS transportation and enrollment policies for barriers for use of continuity option.
- Create hub and spoke transportation system.
- Identify barriers and investigate options for change with regard to the attitudes and beliefs of teachers and administrators regarding highly mobile students as well as funding sources, federal guidelines regarding use of public transportation for school purposes.
- Connect with MNPS Transformational Leadership Group focused on disadvantaged youth which has this strategy as a focus of their work.

Objective 8.6: Increase number of employed youth

Strategy: Expand teen work programs.

- Create a volunteer/intern training program that prepares teen aged youth to serve in workforce related positions.
- Create an intern work credit program in partnership with schools.
 - All 12th grade students should be able to participate in an intern program.
 - Could serve as a hub for employers desiring to hire youth.
 - Could align curriculum with real world application.
 - Coordinate with the MNPS Academies of Nashville.
- Promote job opportunities and support services through a website that is designed to inform youth about employment opportunities in Nashville and would link to other employment sites.

- Current successful model to build on: The Nashville Career Advancement Center and partner agencies offer employment assistance. This initiative assistance for projects designed to respond to specific labor market requirements and adjustments over time.
- Also directly addresses: Objectives 4.8, 5.1 and 8.6.

Objective 8.10: Increase the number of youth and families who receive technical assistance regarding the mechanics of application for and funding of a post secondary education (14-18)

Objective 8.11: Increase the number of low-income and first generation college students (19-21)

Strategy: Ensure that every high school has at least one college and career counselor whose explicit role is to support students in successfully transitioning to college and career opportunities.

- Articulate and emphasize the importance of having staff with explicit responsibilities around college and career guidance as a unique professional knowledge base and skill set.
- Explore collaborative opportunities between local colleges, universities and community programs and MNPS around supporting students' college aspirations.
- Begin college planning early and maintain planning and implementation of plans as supports of high school students and families.

Strategy: Increase community awareness about and partnerships targeted at supporting college access and success of low-income and first-generation students.

- Align existing programming targeting educational aspirations of students around shared understanding of the college opportunities for low-income students.
- Increase awareness about the financial aid and planning supports available for low-income and first generation students.
- Collaborate with colleges and universities to support the transition from high school to college for low-income and first generation students.
- Improve data collection around college and career access and success of students exiting MNPS with a diploma.

Objective 14.1: Increase the number of children and youth who have access to transportation options other than their parents for before school activities, after school activities, and to school (when associated with school continuity issues).

Strategy: MTA to coordinate with MNPS, religious institutions, community centers and youth serving nonprofits to adjust existing routes and vehicles to better serve student and parent after school schedules.

- Have a city wide "Youth Serving Agency Transportation Summit" as part of coordination efforts to connect information, analyze, and coordinate.
- Create a city-wide network of transportation resources for youth and parents, possibly with implementation of a "transportation coordinator" for the city.
- Coordinate with MNPS to match MTA routes and yellow bus routes to better accommodate student before and after school schedules.
- Utilize the services of a consultant identified and funded through the CPPY grant received by Metro Health Department to study and propose a spoke and hub transportation system utilizing both MTA and yellow buses and community buses with a particular focus on transporting youth.
- Create a direct link of 24 hour communication between MTA and MNPS transportation to address transportation emergencies that may arise after regular operating hours.
- Improve services and safety of MTA with a focus on the needs of youth, and reduce youth fares

to facilitate increased accessibility.

Objective 14.2: Increase the number of youth who practice safe driving habits

Strategy: Increase opportunities for students to receive driver education

- Have the school district offer driver education to high school students.
- Utilize community centers to provide driver education services to high school students.
 - AAA currently offers this program in other states, but not currently TN.
- Support the goals of the Communities Putting Prevention to Work grant to offer safe driving initiatives in our city.

Strategy: Increase awareness of driver safety issues and accident prevention practices

- Create an ongoing public relations campaign through the Metro Health Department utilizing the “Communities Putting Prevention to Work” grant to address safe driving issues among youth.
- Create a coordinated public relations effort utilizing police, fire, and health dept to create a safe driving demonstration program to be presented at public and private high schools in our community.
 - “Prom Night” demonstrations that display automobiles that have been in accidents where youth drivers were involved.
 - Presentations by rescue personnel and accident victims regarding their experiences.
 - Create ‘rescue’ demonstrations of car accident response to be presented at all public and private high schools each year in our community.

Objective 14.3: Increase the number of children, youth and families who have safe walking conditions in their neighborhoods

Objective 14.2: Increase number of children, youth, and families with access to bicycles and safe biking options on Metro Nashville streets

Strategy: Leverage the work of the Metro Health Department and the strategies developed to address these objectives through the Communities Putting Prevention to Work grant.

- The Executive Leadership Team for the implementation of this grant has been selected by the Mayor’s office and has begun work on the two objectives listed above.
- The CPPW grant was received in March of 2010 and has a life of 2 years. It offers 7.5 million dollars for implementation of policies, strategies, and plans to address a healthy community.
- Strategies will be developed following considerable community input as a part of the grant implementation.
- This grant has a two year life span and is looking for significant policy implementation as an outcome.
- The outcomes of the CPPW work will determine the responsibilities for each area of implementation.

Out of School Time Committee Strategy Recommendations

Objective 1.1: Increase the number of children and youth who experience active consistent parenting, positive communication, and emotional support from their families

Strategy: Provide engaging opportunities for parents and children to participate in expanded learning opportunities during out-of-school time.

- Use “passports” to connect low-income children and their families to cultural venues to spark imaginations and learning through exposure to performing arts, museums, history and nature, while strengthening families’ connections to local cultural and educational resources.
- Create a study group to evaluate models including: “5 By 5 Project” (Denver), “Passport to Enrichment” (Tampa), and “I’m Going to Kindergarten” (Louisville, KY). Include Nashville Museum Advocates organization to share lessons learned. They offered a Summer Passport program in the past, funded by Metro Nashville Arts Commission and The Memorial Foundation.

Objective 3.2: Increase the number of children and youth who are exposed to learning opportunities that will provide them with the life/soft skills needed to succeed

Strategy: Develop teen apprenticeships and internships.

- Allow middle and high school students to explore pathways to careers through training (possibly for school credit) and paid internships, helping them develop skills that translate to the workplace.
- Program builds in role models and mentors. (See: strategy for Out of School Network models under Objectives 12.2 and 12.5 below).
- Partner with hospitals to develop a program that introduces high school students from the lowest income communities to careers in health care, science and medicine by offering paid internships within hospitals while providing role models and mentors.
- Directly addresses many of the objectives in Outcome 4.

Strategy: Develop a city-wide Summer Youth Employment program.

- Provides low-income youth the chance to learn job skills and workplace norms, develop a work history and connect with adults who can provide advice and references.
- Youth receive meaningful work assignments from community employers at work sites located in municipal offices, non-profit organizations, hospitals and educational institutions.
- Include subsidizing summer wages for youth who work in government or nonprofit settings.
- Create Study Group of youth-service organization members in partnership with the various Nashville Chambers of Commerce (Nashville, Junior, Hispanic, Black, etc.) to coordinate Summer Youth Employment program. (See: Programs-Out of School Network models).
- Explore possibility of partnering with Nashville Career Advancement Center to create clearinghouse for youth career training and decrease duplication of community services.
- Expand on the work done by the Nashville Career Advancement Center and their Summer Youth Employment Program.
- Directly addresses many of the objectives in Outcome 4.

Strategy: Provide additional skills training by expanding current youth certification classes

- Examples include life-guarding and babysitting.
- Youth can fill needed positions working with other young people if they can obtain certifications in areas such as: working with special populations, working with pre-school children (0-5), and working with 5-12 yr. olds, which would inspire the children they work with while providing a

sense of purpose and accomplishment.

- Youth could put the certification to use in schools, when volunteering, and/or apply for jobs and/or on résumés.

Objective 3.6: Increase the number of children and youth who contribute to the community in meaningful ways

Strategy: Teach youth to be responsible for, have pride in and engage in their neighborhoods

- Create neighborhood-based opportunities for youth that demonstrate local opportunities, expand relationships, and build local cultural/historical awareness.

Strategy: Develop a Youth Volunteer Network by centralizing youth volunteer opportunities

- Possibly through Hands On Nashville or identify a lead youth-centered organizations such as Oasis Center, YMCA, or one of many others with the infrastructure already in place.
- Begin dialogue with Hands On Nashville executive director and youth serving organizations to determine best way to create a youth volunteer network.
- Investigate service-learning programs offered through AmeriCorps to engage disadvantaged youth, including AmeriCorps VISTA Summer of Service and AmeriCorps Learn and Serve America Programs.
- Leverage the work of the Nashville Network for Youth and Civic Engagement (NNYCE)(18-21), which is an organization of college students with a mission to create positive and effective leaders of social progress by connecting, empowering, engaging, and educating young people.
- Work with the College Compact (18-21): The only national higher education association dedicated solely to promoting public and community service that develops students' citizenship skills, helps campuses forge effective community partnerships, and provides resources and training for faculty seeking to integrate civic and community-based learning into their curriculum.

Strategy: Develop a youth version of Leadership Nashville.

- Encourage Leadership Nashville participants and alumni to mentor a young person as part of their commitment.
- Begin dialogue with Leadership Nashville executive director.

Strategy: Create a Mural Art Program (MAP) that involves youth and adult community members working together in the mural-making process, from selecting a theme (to selecting a muralist), and from collaborating on a design to celebrating the mural's creation.

- Encourages youth to express their ideas and to exercise ownership in their communities.
- Encourages community adults to see youth in a positive light.
- Murals becoming a living part of the community (Note: use building exteriors; not out-of-view interiors).
- Resources:
 - <http://muralarts.org/whatwedo/community/>
 - <http://www.edutopia.org/mural-arts-youth-programs-paint-town>
 - <http://artworkscincinnati.org/about/wheretofind.shtml>
- Previous local efforts to build on include: Creative Arts Project (sponsored by the Middle Tennessee Mental Health and Substance Abuse Coalition), the Nashville Area Habitat for Humanity, and the Frist Center for the Visual Arts in partnership with the United Way.

Objective 5.2: Increase the number of children and youth who hold leadership positions/ have roles in the city

Strategy: Adopt a Nashville Youth Bill of Rights as a way to express and formally recognize Youth needs to Metro government and adult community members.

- To be developed by a youth committee in partnership with the Mayor's Youth Council and with guidance from representatives of community-based providers and Metro agencies.
- Issues might include: health, safety, future, education, environment, and support.
- Reference Children's Bill of Rights (sponsored by Senator Thelma Harper and Represented Brenda Gilmore)

recently passed through State Legislature (2007-2008).

Strategy: Include a State of the Youth Address at the Mayor's Annual State of Metro Nashville Address.

- Presented by a representative of the Mayor's Youth Council.

Strategy: Provide more opportunities for youth to engage with Council Members

- Provide opportunities for youth to have their perspectives taken into account in the city policy and decision making process.
- Invite and recognize Mayor's Youth Council and youth community to attend an annual Council Meeting focused on Nashville Youth.
- Invite all Council Members to attend annual Youth Summit.
- Encourage Council Members to recruit youth representatives from their district to serve as formal Youth Advisors.

Objective 12.1: Increase the number parents, children, and youth who are aware of what is offered in the community during out-of-school-time

Strategy: Utilize technology to help families sift through the vast array of out-of-school-time programs and services.

- Create a web-based, user-friendly database with updated information for parents, youth and the community regarding programs (including current and upcoming events, classes, camps, field trips, etc.), location(s), participation criterion (if any), cost, scholarship availability and bus routes to program or service site.
- Include a public kiosk- component to increase easy access at libraries and family resource centers.
- Investigate possibility of contracting third party to create and maintain database.

Strategy: Gather information through a Community Youth Mapping Project to identify and map the location of all services, resources and opportunities available to youth.

- Engage young people to canvass their neighborhoods to gather the information.
- With guidance from a community advisory board and planning and implementation led by local youth-serving agencies, youth mappers receive training and compensation or school credits as they conduct interviews, record their observations and work with Geographic Information Systems (GIS) tools to map, analyze and disseminate the information they have collected.
- Seek expertise to create GIS (geographic information system) mapped database of youth programs. There are currently some local initiatives that are using GIS mapping technology that could be leveraged.
- Establish a study group of youth, Metro agencies and youth-serving agencies to determine feasibility of Youth Mapping Project.

Strategy: Create information campaign to notify youth and families about out of school activities and programs

- Engage the faith-based community to help distribute out-of-school-time program information.
- Promote out-of-school-time programs through newspaper inserts and organizational inserts/ mailings (i.e. MNPS Report Home, NES newsletter, etc).

Objective 12.2: Increase the number of children and youth who participate in high quality out-of-school-time activities or service learning opportunities

Objective 12.5: Increase the balance of offerings with regard to creative-based, academic-based and physical activity-based programs for children and youth

Strategy: Create a comprehensive Out-of-School Time Network to build a

coherent system, coordinate resources and deliver unique and diverse programs for children of all age groups and abilities to participate in high-quality out-of-school programs.

- Continue to expand the work of the Nashville After Zone Alliance (NAZA) for middle school students.
- Network will be public and private partnerships that include the Mayor's Office of Children and Youth, Metro Public Schools, Metro Parks and Recreation, Public Libraries, and community organizations modeled after the Nashville After Zone Alliance (NAZA) for middle school students.
- Evaluate potential to utilize schools and community centers as community connectors for out-of-school-time programs and activities to address transportation barriers.
- Create a diverse Study Group to research out-of-school-time network models in others cities such as After School Matters (Chicago), Boston After School & Beyond and Harlem Children's Zone (NY). Include representatives from Mayor's Office (NAZA), MNPS, Parks and Recreation, law enforcement, special needs professionals, ELL professionals, funders and youth-centered community organizations.
- Create the capacity to share information between schools and qualified out-of-school time providers to best serve the whole child.
- Establish uniform criterion or standards of quality for evaluating programs as part of Out-of-School Network. Include youth voice in evaluating programs through common instrument such as Search Institute Youth Asset Survey. Seek expertise of YMCA Center of Asset Development.
- Revisit Metro regulations that prohibit Metro employees (teachers) from working in another Metro department (Parks, Libraries) during out-of-school to help with specialized staffing needs.
- Identify and solicit national foundations for planning and implementation grant(s) to create coordinated Out-of-School Time Network (e.g. Wallace Foundation).
- Create a dedicated fund of public and private contributions (leveraging local, state and federal funding) to implement and support the out-of-school time plan.
- Coordinate dedicated fund management through Community Foundation Middle Tennessee.
- This strategy directly addresses various objectives for a variety of outcome areas.

Strategy: Provide programs for at-risk youth ages 10-17

- Designed to help youth stay in school and out of the criminal justice system, while positioning them for responsible adulthood and improving the quality of life in their families and community.
- Engage existing, evidenced-based programs like Big Brothers Big Sisters, Boys & Girls Clubs and others specialized in mentoring at-risk youth.
- Better utilize and fund existing proven programs.
- Evaluate best practices and proven programs that have been found to be successful in other cities.

Strategy: Include programs targeting older, disconnected youth (not in school, not in labor force, aging out of foster care)

- Re-engage disconnected youth into educational environments, strengthen view of personal future, develop a skilled workforce and contribute to the community.
- Create Study Group to research program models designed to re-engage disconnected youth including: National Youth Employment Coalition, National League of Cities, Institute for Youth, Education and Families and Annie E. Casey Foundation.

Objective 12.3: Increase the number of special needs and ELL children and youth in quality out-of-school-time programs/activities

Strategy: Establish programming that meets the needs of students with disabilities and ELL youth ages 10-17, designed to be include youth while improving their quality of life and view of personal future.

- Increase access to current out-of-school-time programs to special populations.
- Create the capacity in existing programs to provide an inclusive environment.
- Insure standards of quality for out-of-school-time programs include standards for ELL and special needs youth.
- Create the capacity to share information between schools and qualified out-of-school time providers to best

serve the whole child.

- Promote a culture of acceptance and inclusion within peer groups in school and out of school (i.e. Physical Education Partners, pairing able students with disabled students, planning Disabilities Awareness activity or day where youth simulate having a disability, etc.).
- Create a campaign around “No Child Left Out” to promote the inclusion of students with disabilities and ELL students with communication barriers in out-of-school-time programming.

Strategy: Offer community training and certification program, in partnership with the Mayor’s Office and experts in the field, to provide on-going professional development for program directors and staff on how to best support students with special needs in out-of-school settings.

- Partner with Vanderbilt Kennedy Center Britt Henderson Training Series (an annual series of workshops provides training for general and special education teachers, with the goal of improving the quality of education for students with diverse learning needs in inclusive settings).

Safety Committee Strategy Recommendations

Objective 1.2: Reduce the number of children and youth exposed to family violence

Strategy: Create a Nashville Family Connections Center (NFCC) modeled after the Family Justice Center approach.

**Also addresses objectives for many of the other outcomes

- A Family Justice Center is the co-location of a multi-disciplinary team of professionals who work together under one roof to provide coordinated services to victims of family violence. Family Justice Centers are specifically defined in federal law and refer to the co-location of staff members from multiple agencies located under one roof.
- The center should be designed and staffed to meet the needs of the community. A Nashville Family Connections Center would focus on Family Violence as a whole including domestic violence, child abuse, delinquency prevention, intervention and family support services.
- The center would provide the core to satellite community based existing programs, (i.e. family resource centers) that are located in areas of need. The center would help to provide coordination of program and services and facilitate partnerships between organizations.
- Satellite centers would provide an assortment of services that are needed in that particular part of the Nashville community.
- The Nashville Family Connections Center would include at minimum: MNPd, DA, DCS, Juvenile Court, Health Dept, and Metro Social Services as well as other interested government and non-profit youth/family serving agencies.
- The Family Connections Center and any satellite centers would provide intake services and referrals to satellite centers or affiliated non-profits.
- Recommended Action Steps for Implementation of Nashville Family Connections Center Core Site:
 - Require participation by Metro agencies.
 - Determine space needs for these agencies.
 - Locate vacant metro government buildings that could be used for the Family Connections Center.
 - Determine appropriate non-profit partners that may want to participate.
- Recommended Action Steps for Implementation of Nashville Family Connections Center Satellite locations
 - Identify community needs in the areas that currently have existing Family Resource Centers.
 - Create incentives for other agencies by requiring participation to be included in grants or obtaining letters of support.
 - Create a way to provide an independent review of operations and performance results of the participating agencies.
- The Nashville Family Connections Center should be led by a metro agency that can coordinate the primary services and needs at the center. A board consisting of representation from agencies/organizations to carry out the missions of the satellite agencies should be created to ensure that each satellite or resource center is meeting the needs of the specific community. A Metro agency that can help to ensure that coordination of and follow thru of referrals is being met, should lead/facilitate the board.
- Currently MNPd, DA, DCS and the Nashville Children's Alliance are working on a proposal that would unite those agencies that are required by statute to work as a multi-disciplinary team on child abuse cases. This may be an opportunity for a pilot program that addresses the Nashville Family Connections Center strategy.

Strategy: Shared data management that would provide the means to track clients across services/providers, including MNPd, DCS, DA, MNPS, MTA, MPdH and all non-profits or agencies providing services.

- This strategy addresses a barrier that is experienced by many organizations, agencies and non-profits that deliver services to children, youth and families. These entities find it difficult to be as effective as possible without an adequate "picture" of the clients they serve.
- Some of the benefits that can be realized are:
 - Ability to show results and outcomes due to adequate tracking

- Ability to show follow thru of referrals for services
- Ability to show inappropriate use of resources
- Role based systems are possible to protect privacy.
- Rather than expecting everyone to come on board immediately, create a pilot and ask those who are willing to participate to be involved to begin to create the sharing practices.
- Create an incentive for organizations to join the effort (funding or benefits).
- Create of Memorandum of understanding between agencies to ensure that all legal and health required confidentiality are being met.
- The Public Education Foundation of Chattanooga (pefchattanooga.org) is an excellent example of data sharing across multiple functionally different organizations.

Next Steps

To ensure the Child and Youth Master Plan is established as an actionable plan, the following are planned next steps:

Create an inventory of initiatives, resources and organizations that are present in Nashville and designed to address the needs of children and youth. This inventory will then be linked to the objectives of the Child and Youth Master Plan so that we can create the capacity for increased levels of collaboration and coordination of existing resources in order to enhance our ability to provide for our young people. This action was a recommendation by the National League of Cities, through its Institute for Youth, Education and Families City Platform, and was adopted as part of Nashville's participation in the Mayor's Action Challenge for Children and Families (of which Mayor Karl Dean is a founder). Metro Council endorsed this action through their adoption of Resolution RS2008-353 in June, 2008.

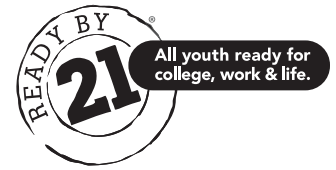
Establish the capacity to measure and monitor our progress toward achievement of the plan's objectives and desired outcomes. A first step is to establish indicators of progress and performance measures and obtain baseline data for the various objectives. A Data Development Agenda will be created to address the areas where data is not currently available. Technology tools will be secured to facilitate efficient and effective tracking of progress toward our objectives.

Evaluate the Task Force strategy recommendations, investigate implementation details and create a plan of action. This process will include taking into consideration the current initiatives, resources, and organizations identified during the inventory process, working to establish collaboration and cooperation as well as leveraging existing resources to implement strategies that will create positive change and improved well-being for children and youth.

Create a Children and Youth Resource Map (Budget) that assesses Metro Government's overall investments in children and youth. This resource map should be tied to the Child and Youth Master Plan objectives so that the community and decision makers can monitor whether our resource allocation is appropriately aligned with our priorities. Metro's resource map should be modeled after the recently completed State of Tennessee's "Resource Map of Expenditures for Tennessee Children". Over time, inclusion of private sector funding should be explored.

Participate in the Ready By 21 Southeast Challenge and leverage the assistance of our national partners. Many of the next steps outlined here will be part of the actions taken as part of the Ready By 21 Southeast Challenge, which will help build Nashville's capacity to create the desired changes expressed in the Child and Youth Master Plan. Other partners such as the National League of Cities and America's Promise Alliance are also sources of information on best practices and approaches from other cities that could be leveraged to help ensure successful outcomes.

The Southeast Challenge and The Ready by 21 Approach



In November of 2009, Nashville was invited by the Forum for Youth Investment to be part of the Southeast Challenge, which is a regional initiative of the Ready by 21 Partnership that is working with Southeast cities and states to develop core leadership capacity in four areas: developing broader partnerships, bigger goals, better data and decision-making and bolder strategies.

As part of the Southeast Challenge and with the support of the Forum, Nashville took the Ready by 21 Approach in the development of the Child and Youth Master Plan. According to Ready by 21 framing, our fundamental dilemma is that too few young people are entering adulthood ready, and our collective efforts to make a difference are far too fragmented to have a big impact. Accordingly, the solution is to change the way we do business by throwing out old assumptions about how change happens and engaging youth and adult change makers with the ideas, resources and tools that help them.

In order to do this we have to *think differently* using a Big Picture Approach, so that together we can *act differently* setting bigger goals, using bolder strategies and being better partners, within an overall Blueprint for Action.

The Mayor's Child and Youth Master Plan is this blueprint for action and it has been guided by the core principles of the Ready by 21 Big Picture Approach:

CORE PRINCIPLES

About Children and Youth

- Invest early and often
- Support the whole child
- Focus attention on those most in need
- Build on strengths, don't just focus on

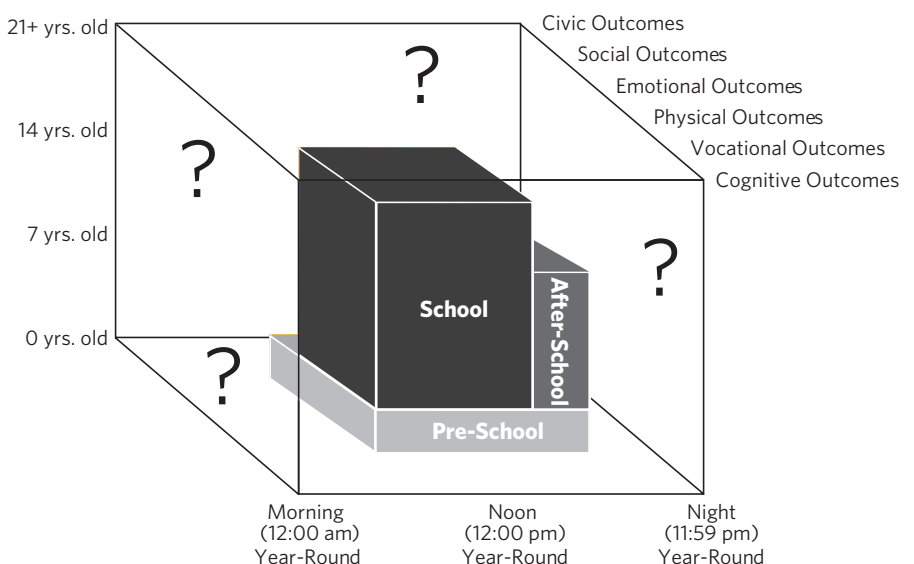
About Community Supports

- Recognize that children don't grow up
- Support a full range of learning opportunities
- Assess and improve quality, reach and
- Recruit, train, and retain good staff

About Leaders

- See youth and families as change agents
- Engage all sectors and stakeholders
- Coordinate efforts, align resources
- Inspire and inform the public

Thinking Outside of the Box



Using the Ready by 21 Approach in developing the Child and Youth Master Plan, the Task Force was charged to consider the ages, the times of day, settings and key outcome areas for young people in Nashville. "The Cube" above demonstrates the sum of the settings, systems, and times that make up the environment where children and youth develop into adults. The visual emphasizes that schools and after school programs fill only a small portion of the developmental space. It is important that all aspects of the lives of children and youth are considered in order to maximize the opportunities we have to positively impact the well-being of our young people.

Appendix

Mayor’s Youth Summit Responses

Education	49
Health.....	50
Safety.....	52
Youth Survey Summary Analysis.....	54
Community Listening Session Summary Analysis.....	55
Community Survey Summary Analysis	57
Community Survey Open Ended Responses Analysis.....	58

Mayor's Youth Summit Responses: Education

Below are the youth participant's most common answers to questions posed on the topic of education:

What causes students to drop out?

- Low Self-Esteem and Lack of Motivation
- Financial Hardship – Need to Work
 - Problems at Home
- Lack of Support and Encouragement from Family, Teachers, and Peers
- Negative Peer Pressure
- Substance Abuse
- Teen Pregnancy
- Relationships
- Violence and Discrimination at School
- Irrelevant Curriculum and Loss of Interest in School
- Lack of Incentives or Rewards

What motivates you to pursue education?

- The Future and an Opportunity for a Better Life
- Money
- Parents and Family
- Career Opportunities
- Social Pressure
- Desire to Defy the Odds and Prove People Wrong
- Sense of Pride and Accomplishment
- College
- Myself
- Success
- Desire to Make a Difference in the World and in the Lives of Others
- Sports
- Desire to Learn
- Teachers

What can be improved?

- Communication between teachers and students, administrators and students
- Increased respect between teachers and students
- Teacher training and morale
- Guidance Counselors
- College Preparation and Counseling
- Alternative Education Programs
- Health Education: pregnancy and disease prevention, promotion of healthy lifestyle choices, healthy lunch options
- Campus Safety
- School Schedule: eliminate twilight schools, continue block scheduling, offer alternative times
- Curriculum: Increased options and flexibility
- More opportunities for involvement outside of school: extra-curricular activities, internship, study groups
- School facilities and resources

Mayor's Youth Summit Responses: Health

Below are the youth participant's most common answers to questions posed on the topic of health:

What does being healthy mean to you?

- Mental and Physical
- Healthy Eating and Nutrition
- Staying Active through Exercise and Maintaining a Healthy Weight
- Positive Relationship with Self through: Self Confidence, Self Respect and Self Discipline
- Positive Attitude
- Spiritual Connectedness
- Positive Decision-Making
- Personal Hygiene
- Balance
- Stress Management
- Getting Enough Sleep
- Positive Relationships with Family and Friends
- Abstaining from Drugs, Alcohol and Tobacco
- Knowledge, Awareness and Caution
- Avoiding Illness and Disease
- Long Life

How effective are current health programs in Nashville?

- PE: Ineffective
 - Students do not participate
 - There are not enough activities offered
 - Needs to be longer than a semester
 - Weight training is effective and should be offered more
- Community Centers and Organizations (Oasis, YMCA, Planned Parenthood, Big Brothers Big Sisters): Effective
 - Good facilities
 - Availability of education and physical activity programs
 - Opportunities for leadership
 - Relationship building
 - Need more community centers
- "Live It" (Glenclyff High School): Effective
 - Diet, exercise and education helps students and teachers
- Guidance Counselors and teachers need to be more approachable and helpful
- Information about current programs and facilities needs to be more accessible
- Leadership programs would be more effective if they were more accessible and offered at the schools

What are the indicators of good health?

- Physical appearance
- Healthy eating habits
- Positive attitude
- Happy = Healthy
- Physical activity
- Personal hygiene
- Abstaining from drugs and alcohol
- Positive relationships
- Self confidence
- Stress management

- Doctor visits

What do you personally get from being healthy?

- Confidence
- Athletic ability: energy, stamina, and strength
- Longer life
- Avoid getting sick
- Greater academic achievement
- Happiness
- Quality of life
- Better focus and ability to think clearly
- Positive body image
- Feel better overall

How do we fix these problems?

- Inspire better choices
 - Alcohol and drugs are available and easy to access
- Mentoring programs
- Peer support – Student support groups and peer assistance programs
- Community centers
- Awareness and outreach
- Leadership classes
- Health class with comprehensive sex education
- More information – easier access
- Metro Council to attend youth-lead meetings

How important is health or how often do you think about health?

- Overall respondents think health is important

I think about health: (common responses)

- Daily
- Not often
- Sometimes
- Every time I eat
- I do not have to think about it because of my weight/genetics
- I only think about it during sports season

What are your top two health concerns?

- Weight
- Eating habits
- Hygiene
- Illness and disease: heart disease, diabetes, cancer

Mayor's Youth Summit Responses: Safety

Below are the youth participant's most common answers to questions posed on the topic of safety:

What is safety, and what does it mean to you?

- Comfort
- Protection
- Control
- Freedom
- Away from Harm
- Security
- Worry Free and Piece of Mind
- Safety does not exist – you never know what is going to happen
- Support

What factors affect safety?

- The people you are surrounded by
- The environment you are in
- Security and metal detectors
- Gangs
- Drugs

When/how do you know you are safe?

- When you are surrounded by familiar people who you are comfortable with
- You never know
- Knowledge of available help
- When you are relaxed

What does safety look like?

- A comfortable environment where you are calm, relaxed, out of harm's way harm, and free to let your guard down and express yourself
- Visible presence of security
- Having God by your side

Is safety physical, emotional or both?

- BOTH
- Emotional Safety:
 - No one can hurt your feelings, you are cared about and supported
 - You are not worried about your physical safety and have a sense of security
- Physical Safety: Your body is not threatened

What resources promote safety?

- Community Centers: YMCA, Boys and Girls Club, Oasis Center, shelters
- Schools
- People: Parents, Family, Teachers, Friends, Authority Figures
- Law Enforcement: Police, Security
- Technology: Alarm Systems, Cameras, Metal Detectors, Cell Phones
- Well-lit, High Traffic Areas
- Civil-Service Groups: United Neighborhood Health Service Program
- Churches
- Weapons

- After School Programs
- Educational Programs: D.A.R.E

Is safety a barrier?

- YES
 - Prevents students from doing things
 - Students spend more time and energy focused on their environment and surroundings
- NO
 - Most places are safe. Remove yourself from an environment in which you do not feel safe.

What is safety like in schools, community, other places, etc.?

- HOME: Majority of respondents indicated that they felt the safest at home.
- SCHOOL: Students are concerned about safety at school. Although there is mention in the responses of fights being quickly dissolved by authorities on campus, drug use and violence are common concerns for students.
- COMMUNITY: Responses varied. Some respondents indicated feeling safe in their neighborhoods and at church. Others expressed concern for safety in “bad neighborhoods”.

Do you feel safe at school, home, work, community, faith community, and/or transportation?

- HOME: Yes
- SCHOOL: Many students feel schools are safe because of the presence of security and authority figures. Other respondents expressed safety concerns involving drugs, guns, fights, and violence.
- COMMUNITY: Responses varied. Some respondents indicated feeling safe in their neighborhoods and at church. Others expressed concern for safety in “bad neighborhoods.”
- FAITH COMMUNITY: Yes
- TRANSPORTATION: Responses varied. Respondents did not feel safe using transportation in certain areas of town (IE: Downtown, East Nashville). Respondents expressed concern of dangerous drivers.
- Overwhelming in all cases, respondents felt that they were responsible for their own safety in every environment.

How is it implemented and whose responsibility is it?

How is it implemented?

- Police
- Government
- Law
- Campus Security: Cameras, ID checks, Visitor Sign-In, Safety Drills, Lockdowns, Rules

Who is responsible?

- Yourself
- Parents
- Police
- Government
- Teachers and Principals

What would you tell your representative?

- Reduce violence in schools: Increase security (metal detectors, searches, etc.), educate the community on violence in schools
- Examine good schools for best practices
- Give students more opportunities to engage

Some Suggestions

- Increase use of technology: Metal detectors, home alarm systems (ADT), emergency phones
- More effective placement of police officers to keep violence from entering the schools
- Accessible community centers where youth can go and feel safe

Child and Youth Master Plan Youth Survey

Summary Analysis

This survey was created by the Mayor's Youth Council and provided to over 1200 high school age youth with representation from all MNPS high schools and many private high schools.

GENERAL THEMES

Home as a Critical Space

- 61% of students respond that home is where they spend most of their free time outside of school.*
- When asked why they choose these locations to spend their free time, 71% say "for fun" with 53% because their friends are there and 32% because it is easy to get to/a convenient location.**
- 96% report that they feel safe at home.

Family and Friends as Key Supports

- 43% of students respond that a friend's house is where they spend most of their free time outside of school.
- When asked why they choose a location to spend their free time, 53.1% say it is because their friends are there.
- 36% of respondents rely on a family member as their main form of transportation outside of school with 10% of respondents relying on a friend as their main form of transportation outside of school.
- 63% of respondents report that a family member has helped them the most in preparing for college or career.
- 69% of respondents report that they go to a family member for advice, followed by 64% to a friend and 31% to a teacher.

KEY ISSUE AREAS

College and Career Access

- College/career access was ranked the most important issue for young people.
- 86% of respondents report wanting to pursue a professional, 2-year or 4-year degree after high school.
- 24% of students report a guidance counselor as helping the most in preparing them for college or career. 41.2% report that a teacher has helped them the most.
- 49% of respondents report needing help finding financial aid and scholarships, 43% ACT/SAT preparation, 34% filling out applications, 34% visiting the school or place of work related to a career, and 29% need help understanding their options.

Transportation

- Transportation ranked as the second most important issue for young people.
- Of those who are not involved in organized out of school time activities, 22% say it is due to a lack of transportation.
- When asked why they choose a location to spend their free time, 32% say it is because it is easy to get to/a convenient location.
- 11% of students rely on MTA as their main form of transportation outside of school. 44% of students have used public transportation in the last 12 months.
- 53% of those who have used public transportation in the last 12 months report that their experience was either good or excellent. 9% report it as unsatisfactory.
- 38% of students drive themselves as their main form of transportation while 46% rely on family or friends.

Health

- Health ranked as the third most important issue for young people. Safety and violence were just behind health and were included as a health issue in another survey question.
- Health ranked as the number one career field interest by respondents.
- Drug and alcohol abuse ranked as the most top health concern for young people, followed by pregnancy, and violence.

* All percentages rounded to the nearest whole percent.

** Many questions asked respondents to select several answers, so percentages do not always add up to 100%.

Child and Youth Master Plan Community Listening Session Summary Analysis

Ten Community Listening Sessions were held throughout Davidson County, and community participants were asked to provide their thoughts on what the needs are for our children and youth in the areas of focus that were assigned to the Taskforce Committees. The following are key themes and ideas collected from those Community Listening Sessions:

Health

- Encourage healthy eating in and out of school
- Encourage physical activity in and out of school
- Access to quality food is necessary
- Education regarding healthy lifestyle habits is needed for youth as well as parents

Safety

- Need sidewalks so youth can get around their neighborhoods safely
- Gang activity needs to be addressed
- Positive engagement between police and communities/schools to promote positive perceptions
- Focus on bullying need to continue as it is an ongoing problem

Education

- Ensuring access to college and facilitating college readiness and aspirations
- Increase student engagement
- Improve school climate
- Increase access to classes that students find engaging (i.e art and music)
- Improved school counseling services
- Service learning opportunities wanted
- Improve teacher support for students and address needs of individual students (student/teacher relationship improvement)
- Communication between school and home improved
- Offer education and courses that are relevant and address life skills as well as academics
- Need improved quality standards for early childhood education
- Schools should facilitate parent engagement in their child's education
- Ensure social/emotional well being as well as academic success in school
- Discipline should not be in forms that hinder academic achievement (suspensions)

Out of School Time

- Leadership opportunities are needed for larger more diverse populations of youth
- Adequate transportation is needed to allow youth to take advantage of activities during OST
- More quality afterschool program opportunities needed
- Awareness of offerings in the community is an issue
- Sidewalks, bike paths, community centers and parks in neighborhoods will facilitate youth activities near their homes
- More places in the community that are designed for youth to "hang out"
- Increase job opportunities for older youth
- Tutoring opportunities are important
- More free or affordable camps and activity offerings

Mobility and Safety

- Increased public transportation that provides access to services and activities that children and youth wish to take advantage of

- Provide adequate and stable low income housing
- Support programs for parents needed to provide family stability
- Parent and youth employment assistance needed
- Provide school stability for students who have changes in residence
- Assistance with providing stability during all kinds of life transitions (pregnancy, foster care, juvenile detention, parental instability, etc)
- Address increasingly serious problem of homeless youth

Child and Youth Master Plan Community Survey

Summary Analysis

- There were a total of 796 respondents.
- Respondents came from 39 different zip codes in Davidson County.
- 39% of respondents identified themselves as a parent of a current public student or of a graduate of public schools. 17% identified themselves as private school parents.
- 22% of respondents identified themselves as teacher/educator with another 5% as educational administrators.
- 16% identified as being a part of a nonprofit.

GENERAL THEMES

Safety

- 58% of respondents either agree or agree somewhat that our community is generally safe for youth.
- On the other hand, 41% agree or agree somewhat that there are a lot of places for youth in our community to go where they are welcomed and respected.

Current Community Support for Children and Youth

- 23% of respondents agree or agree somewhat that our community has enough out-of-school-time opportunities for children and youth.
- 20% of respondents believe that our community invests sufficiently in community-based programs for children and youth.
- 20% of respondents agree or agree somewhat that our community does a good job ensuring children and youth grow up ready for college, ready for work, and ready for a productive life.
- 4% of respondents believe that our community is doing a good job in supporting the positive development of its children (ages 0-10).
- 2% of respondents believe that our community is doing a good job in supporting the positive development of its youth (ages 11-21).

Community Perception of Youth

- 71% of respondents agree or agree somewhat that most people in our community believe that youth are part of the community's problems.
- 64% of respondents agree or agree somewhat that many people in our community are afraid of youth.
- 81% of respondents agree or agree somewhat that most youth media coverage in our community is about crime or other negative stories.
- 37% of respondents agree or agree somewhat that our community actively promotes positive messages about children and youth through media and communications outlets.

Youth as Community Problem-Solvers

- Respondents report a generally positive perception of young people with 93.6% agreeing or agreeing somewhat that youth have important and unique insight that must be included in community decision-making.
- 91% of respondents believe that youth must be in leadership roles if we are going to solve our community's critical problems.
- 57% of respondents agree or agree somewhat that most people in our community believe that youth are part of the solution to community problems.
- 20% of respondents agree or agree somewhat that our community does a good job engaging children and youth in service to the community.

* All percentages rounded to the nearest whole percent.

Child and Youth Master Plan Community Survey

Open Ended Responses Analysis

Of the following, which three (3) do you think are the most important for our community to work on now?

1. Ensuring academic achievement (38.7%, 256)
2. Providing a safe and caring school environment (38.6%, 255)
3. Ensuring youth are emotionally well, have confidence and a positive sense of self (34.8%, 230)
4. Ensuring young people develop social competencies, life skills and positive values (34.2%, 226)
5. Providing a safe, stable and supportive home (32.7%, 216)
6. Ensuring youth are physically well and practice healthy habits (30.7%, 203)
7. Ensuring social equity, justice and access to critical resources needed for success (23.0%, 152)
8. Providing a safe, welcoming and supportive community for young people (22.1%, 146)
9. Providing quality after school programs (17.7%, 117)
10. Ensuring young people have opportunities to lead and have their opinions heard (10.6%, 70)
11. Providing outdoor spaces in neighborhoods for play and recreation (10.0%, 66)
12. Supporting the development of positive peer influences (9.2%, 61)
13. Ensuring youth have transportation options (5.9%, 39)

Other: Common Themes

- Providing family resources and parenting classes to develop informed, engaged, positive and supportive parents
- Ensuring children and youth have access to healthy food
- Promoting public school options and bringing students back into the MNPS system from private schools
- Providing affordable after school and summer programs that provide a safe and engaging learning environment for youth
- Providing opportunities for education in other areas (i.e. art, music, etc.)

What do you think is the most important issue for children (ages 0-10) in our community?

- Early education – Universal Pre-K
- Health and wellness: affordable healthcare, nutrition, exercise, self-esteem
- Safety in schools, community and at home
- Quality and affordable childcare and after school programs
- Safe and supportive home life
- Access and equity in education
- Quality schools
- Access to free/affordable recreational and athletic activities
- Opportunities for emotional and social development
- Positive role models
- Positive parental involvement – parenting classes, family resources
- Literacy
- Accessible neighborhood resources – Sidewalks, parks, bike lanes, community centers

What do you think is the most important issue for youth (11-21) in our community?

- Health and wellness: affordable healthcare, nutrition, exercise, self-esteem
- Safety in schools, community and at home
- Access and equity in education
- Quality schools
- Safe and stable home life
- Positive role models
- Positive parental involvement – parenting classes, family resources
- Youth engagement in school and the community

- Leadership opportunities
- Transportation
- Life skills
- High risk behavior prevention: Gangs, substance abuse, teen pregnancy, crime and violence
- College preparation and job readiness
- Access to free/affordable recreational and athletic activities
- Self-esteem and respect
- Safe and productive environments for out-of-school involvement

What is our community already doing well for its children (ages 0-10)?

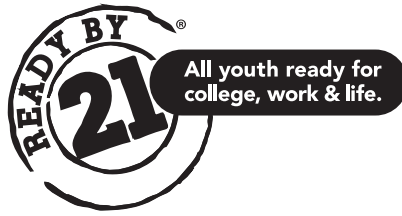
- Nothing/not much/not sure/ very little
- Variety and availability of after school programs
- Community centers: YMCA, Oasis Center, Boys and Girls Club, Centennial Arts Center
- Public library programs
- Parks and recreation facilities
- Sports programs
- Health services and initiatives
- Elementary schools
- Education reform and improvement
- Pre-K education

What is our community already doing well for its youth (ages 11-21)?

- Nothing/not much/not sure/ very little
- Parks and recreation facilities
- After school programs
- Community centers: Oasis, YMCA
- Sports programs
- School options: magnet schools
- Service opportunities

Let us put our minds together and see
what life we can make for our children.
-Sitting Bull

Support Provided By



**MAYOR'S OFFICE OF
CHILDREN AND YOUTH**



Mayor's Youth Council

FOR MORE INFORMATION

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DAVIDSON COUNTY FOR METROPOLITAN NASHVILLE &

CHILD & YOUTH MASTER PLAN